

Slavery in Charleston, South Carolina:

Standards Addressed:

Social Studies

3-2.7: Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority.

4-2.6 Explain the impact of indentured servitude and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages. (H, E)

English Language Arts

3-5.3: Create written descriptions about people, places, or events.

3-6.6: Use vocabulary (including standard American English) that is appropriate for the particular audience or purpose.

4-2.4 Create responses to informational **texts** through a variety of methods (for example, drawings, written works, and oral presentations).

Mathematics

3-6.2: Organize data in tables, bar graphs, and dot plots.

4-6.2 Interpret data in tables, line graphs, bar graphs, and double bar graphs whose scale increments are greater than or equal to 1.

Objectives:

1. Students will demonstrate a realistic understanding of slavery as it pertains to Charleston, SC.

2. Students will be able to identify and illustrate at least 3 facts from slavery lesson.
3. Students will be able to describe the daily life of a slave using at least 4 vocabulary words.

Materials:

- “Middle Passage Activity”
- “Time Line”
- “Explore and Search”
- “Vocabulary Terms from the Old Slave Mart”
- “Slavery Graph”
- “Slavery in Charleston book”
- “Brainstorming”

Procedures:

1. Prior to starting the unit on slavery do a **KWL** exercise with the students. In a group verbally ask the students what they **K**now about slavery and what they **W**ant to know about slavery. Record information by using the smart board, or a large piece of paper. Store information to be revisited for the **L**earn portion of this exercise.
2. One month prior to visiting the Old Slave Mart, begin reading aloud, in ten minute increments, from the 1969 Newberry Award winning classic, To be a Slave, by Julius Lester. Provide time for children to reflect on the reading in their journals.
3. Introduce the unit by discussing the Middle Passage and showing a clip called the “Middle Passage”
<http://www.youtube.com/watch?v=94QJvi4KbGs&feature=related>
on YouTube. After watching the clip, have children complete “Middle Passage Activity” in groups of four in order to promote discussion and consensus about the Middle Passage.
4. Take students on the field trip tour of the Powder Magazine and Slave Mart Museum.
5. In order to gather facts about slavery, have the children complete one of the included handouts while touring the Old Slave Mart Museum: “Time Line” or “Explore and Search”.
6. After returning from the Old Slave Mart, during Language Arts, have the students complete “Slavery Vocabulary Terms” work sheet individually. Have students switch papers and then correct terms as a group activity insuring an understanding of the terms.
7. During Math, have students work in pairs to complete “Slavery Graph”.
8. As a group, revisit the **KWL** exercise and information. Discuss and record what the students have **L**earned and encourage them to use this information for their final project, the “Slavery in Charleston booklet”.
9. Allow children to process and reflect on what they have learned about the history of slavery in Charleston while brainstorming and recording what they have

- learned on the “Brainstorming” worksheet; or by instructing them to map or use thought bubbles to record their information. Have children share thoughts/feelings in their groups.
10. Provide time for the children to create their “Slavery in Charleston booklet”, using the facts gathered and recorded in the previous activities. Instruct children to include an illustration on the back of their booklets, as well as a depiction of the daily life of a slave.
 11. Have children share books with classmates, or display in class library.

Assessment:

- Each student will create a storybook using the handout below about slavery that will include the following:
 - Information on Charleston’s role in slavery
 - A realistic illustration of slavery
 - An accurate depiction of the daily life of a slave
 - A use of four slavery vocabulary words

Extension Activities:

1. Discuss Charleston’s and South Carolina’s role in slavery after the Trans-Atlantic slave trade ended in 1808. Why didn’t domestic slavery end when the Trans-Atlantic trade ended?
2. Have children research life on plantation and life in the city using first-hand accounts of slaves. After completing research, have students compare and contrast the different roles of slaves.

Explore answers to commonly asked questions about slavery at the following websites:

www.theblackmarket.com

www.xroads.virginia.edu

www.slaveryinamerica.org

Reference List:

The Middle Passage. PBS.org. //www.pbs.org/wgbh/aia/part1/1p277.html retrieved 21 July 2008.

Middle Passage. <http://www.youtube.com/watch?v=94QJvi4KbGs&feature=related>

Retrieved August 2008.

Trinkley, Michael. *African Americans: Buying and Selling Human Beings*. Retrieved from: <http://www.sciway.net/afam/slavery/flesh.html>

The Old Slave Mart visited 7/23/08

Booklet Rubric	3	2	1
Student will be able to identify and illustrate at least 3 facts from slavery lesson.	Student was able to identify and illustrate at least 3 facts from slavery lesson.	Student was able to identify and illustrate at least 2 facts from slavery lesson.	Student was able to identify and illustrate 0-1 facts from slavery lesson.
Students will be able to describe the daily life of a slave using at least 4 vocabulary words	Students was able to describe the daily life of a slave using at least 4 vocabulary words	Students was able to describe the daily life of a slave using at 2-3 vocabulary words	Students was able to describe the daily life of a slave using at least 0-1 vocabulary words

Additional Materials

Old Slave Mart

Explore & Find

Who Was Elijah Green? Note two important facts from his life...

What is the importance of the number 12 Million?

Find the dollar values for the following people for sale in 1843 and the equivalent if sold in 2008...

Age/Sex	1843	2008
1 year old/male	_____	_____
9 year old/female	_____	_____

20 year old/ male _____

60 year old/female _____

Old Slave Mart

Explore & Find

Give an example of a *First Hand Account*. Why are *First Hand Accounts* so important?

Travel Upstairs and Explore!

What is the *Middle Passage*? Record three facts about it.

What is the name of the ship in this room?

List some hardships that Africans experienced aboard slave ships.

Slavery Time Line

12 Million African People..400 Years

1519

1867



Vocabulary Terms from the Old Slave Mart Museum

Directions: Match each vocabulary term with the correct definition on the right.

___ 1. Cash Crops

___ 2. Trans Atlantic

___ 3. Domestic

___ 4. Middle Passage

___ 5. Buyer

___ 6. Trader

___ 7. Enslaved

___ 8. Charleston, SC

___ 9. Africa

___ 10. Europe

___ 11. Import

___ 12. Colony

A. Sugar, coffee, tobacco, rice, indigo, cotton

B. Someone who sells people(slaves) for his job

C. To be held captive and sold

D. When importing slaves is ended, the practice of selling slaves within the United States

E. European and American traders captured or bought Africans across the Atlantic Ocean to be sold in the colonies

F. Someone who purchases people for use as labor

G. To bring goods into a country for sale

H. Port city most Africans entered the USA through

I. Land claimed by a country in which settlers live

J. Continent in which most U.S. settlers came from

K. Continent that most U.S. slaves came from



Name: _____

Date: _____

Slavery in Charleston

Use the information below to answer the following questions

Many slaves arrived in Charleston between 1706 and 1775. 35,000 slaves arrived before 1750. 58,000 slaves arrived after 1750.

1. How many total slaves arrived in Charleston between 1706 and 1775?
2. Did more slaves arrive before 1750 or after 1750? How many more?
3. Create a bar graph below using the information above to show the number of slaves arriving before 1750 and after 1750.

4. One ship can carry an average of 400 slaves. How many ships would it take to carry 35,000 slaves?

5. It took an average of 12 weeks to reach Charleston from Africa. If a ship left Africa on May 1st, in what month would the slaves reach Charleston?

The Middle Passage was the voyage of slaves from Africa across the Atlantic Ocean to the New World. Most of the slaves came from West Africa and were war prisoners of other tribes. The tribes traded their prisoners as slaves to the Europeans for other goods. The slaves left West Africa on a ship. The trip was very bad for them. They had to live below deck with many other slaves in a very small space. The slaves were fed very little food. Some slaves were able to escape, took over ships, and became free. Other slaves were not able to escape. Many slaves died. The voyage lasted from 1 month to 6 months depending on weather conditions. Once they reached the New World, the slaves were taken to markets, such as the market in Charleston, to be sold to plantation owners for money. The plantation owners wanted the slaves to work for free at the plantation to grow the cash crops. After the European traders took the slaves to market, they took cash crops such as sugar cane, back to Europe. Then the Europeans repeated the voyage to Africa to get more slaves to trade. In 1808, the slave trade across the Atlantic Ocean ended, but slavery did not end for another 57 years.

Middle Passage Questions

Name: _____ Date: _____

1. The _____ was the voyage of slaves across the Atlantic Ocean to the New World.
2. Most slaves came from the _____ coast of Africa.
3. Some slaves were _____ of other tribes.
4. Slaves left Africa on a _____.
5. Some slaves tried to _____ and take over a ship.
6. The voyage to the New World lasted _____.
7. Slaves were taken to a _____, where they were sold to plantation owners.
8. Plantation owners wanted slaves to help them grow _____.
9. Sugar Cane is a _____.
10. Many slaves arrived in _____, South Carolina.

Vocabulary:

Middle Passage - the voyage of slaves across the Atlantic Ocean to the New World.

New World- the name used to describe the Americas. It includes North and South America as well as the Caribbean.

Cash Crop- a crop such as cotton, sugar cane, and wheat that is sold at market for money.

Plantation- a large farm that uses slaves or workers to grow crops to sell.

Market- a place where goods are sold.

Voyage- long trip

Deck- the main floor of a ship where most of the work is done.

Slave- a person who is owned by another person, not paid for work, and has no freedom.

Middle Passage Word Search

Name: _____ Date: _____

S H E E I T A B G Q Z F V S L
Q D M W E L U K Q D F T F R X
K Q K K M K D Z J V I J W L R
N F R C W T C O I X N R Y O E
D A C K C R O P D P B K N P S
M G P L A N T A T I O N O K W
C R C W A T V S A M E R I C A
M X V S P P P S H A U N K W L
B D G I L V O A N E A C B A E
R N H R G A N G V A H A O D M
N S Q W G I V E Q U I F A G T
Q O M I D D L E N O Z R M N U
H P D W S R N N W R T I L J C
R C Y V E V J C Z H R C Y P U
V D H T O V Y T A C Y A H G H

MIDDLE
MARKET
EUROPE

TRADE
AMERICA
AFRICA

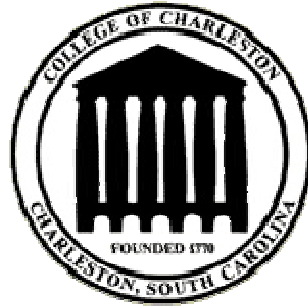
SHIP
CROP
PASSAGE

PLANTATION

SLAVE

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 **The Powder Magazine** 



This *Teacher Resource Packet* was completed as part of a requirement for a Social Studies course in the Master of Arts in Teaching (MAT) program at the College of Charleston (CofC)

For further information, please visit The Charleston Powder Magazine website at <http://www.powdermag.org>.