

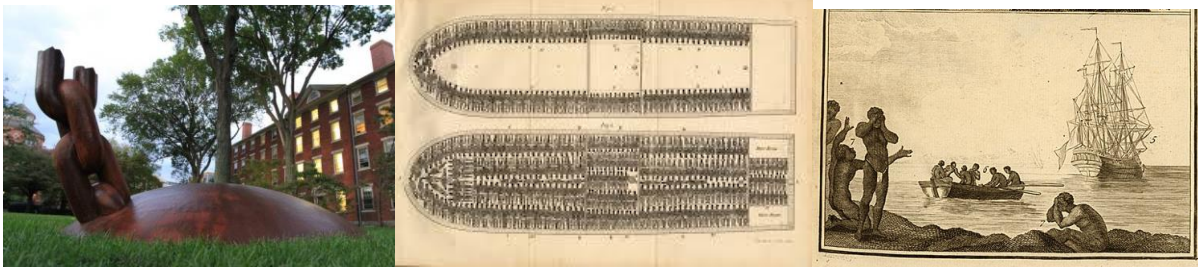
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Slavery KWL: Breaking the Single Story

Link to the Power Point

https://docs.google.com/presentation/d/1evDpb81-KWtqI0O9pvrlal2aCVj7-cVv7nNVYVulp_0/edit#slide=id.g5dbd285461_0_95



Keep this handout in your binder. You will turn it in at the end of this activity.

Step 1: Know

<i>Where</i> do you think most slaves that came to the Americas from Africa lived? List 3 names of countries/states.	
<i>When</i> do you think the majority of enslaved people arrived in the U.S. from Africa? List years.	
<i>Who</i> do you think most of the people were who owned slaves in the U.S.? Where do you think they lived?	

Step 2: Want to Know

Based on our class discussion and your own thoughts, come up with two questions about slavery.

1. _____

2. _____

Step 3: Learned

Take notes in the table below based on the video we will watch together (linked [here](#))

Observation: what do you see? 3 bullet points.	Inferences: What does this tell you about slavery?

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Stations: Complete observations and inferences for all four stations with your partners. You will turn this in for completion.

Station #	Observation: what do you see? 2-3 bullet points.	Inferences: What does this tell you about slavery? 2-3 bullet points.

*Go back to Step 2. Pick **one** of your questions and do your best to answer it in at least two sentences.*

Reflection (finish for homework): What is one new thing you learned about slavery in this activity?
Why do you think you haven't learned about it until now? (3-5 sentences)

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Station #1: Statistics about Slavery

Look at the table and graph below with your group. Write down **at least one observation** (number or other fact) and **at least one inference** from each.

Table: Number of Enslaved People in New England Locations, 1700 and 1755

Year	Rhode Island		Connecticut		Massachusetts	
	# of enslaved people	% of total population	# of enslaved people	% of total population	# of enslaved people	% of total population
1700	426	5.9%	450	2%	800	1%
1755	4,697	11.5%	3,587	2.7%	4,500	2.2%

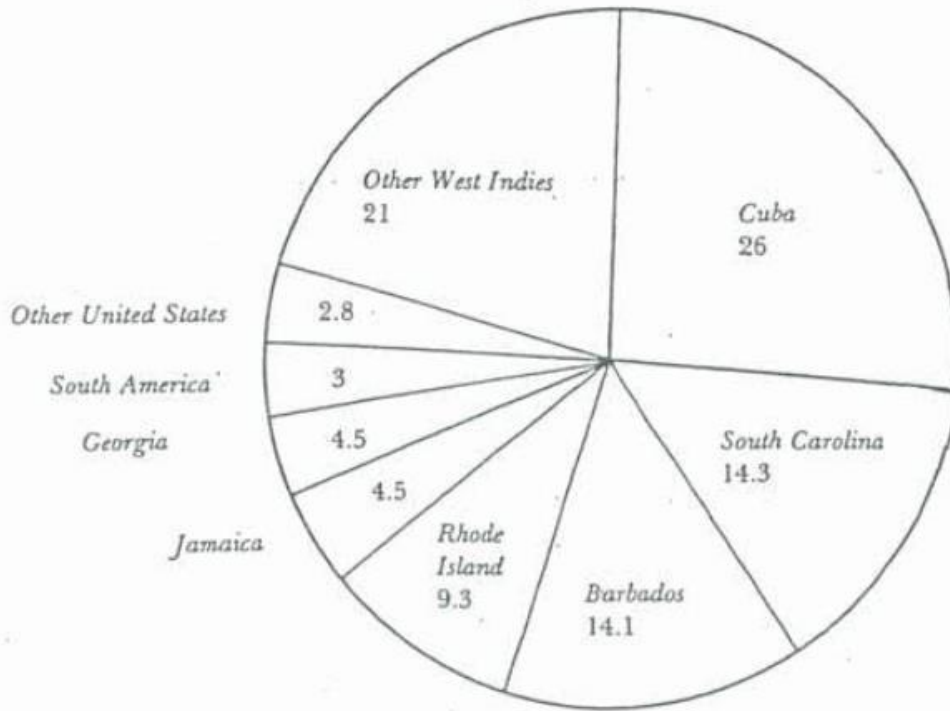
Source: Joanne Pope Melish

Graph: Destinations for Enslave People Sold in Rhode Island

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Rhode Island Slave Markets, 1700–1807 (Percentages)



Source: Jay Coughtry, *The Notorious Triangle: Rhode Island and the African Slave Trade, 1700-1807* (Philadelphia: Temple University Press, 1981), p. 166

Station #2: Excerpts from “A Narrative of the Life and Adventures of Venture, a Native of Africa, but Resident about Sixty Years in the United States of America” (1798)



The following excerpt comes from an autobiography by Venture Smith, a man who was born in western Africa, enslaved and brought to North America in the 1700s. As you read out loud, circle any place names or important events in Venture’s life and record these observations in your table. Then, write down 2-3 inferences.

I was born at Dukandarra, in Guinea, about the year 1729. My father’s name was Sangum Furro, Prince of the tribe of Dunkandarra... I descended from a very large, tall and stout race of beings, much larger than the generality of people in other parts of the globe.

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[One day] a message was brought to my father that the [area] had been invaded by a numerous army, from a nation not far distant, and that [this army] was instigated¹ by some white nation who equipped and sent them to subdue² and possess the country. [Our] nation had made no preparation for war, having been for a long time in peace, and could not defend [it]self.

We left our dwellings and directed our course for the plains... but the enemy discovered us by the smoke of our fires... The very first salute I had from them was a violent blow to the head with the fore part of a gun. I then had a rope put around my neck, as had all the women.

The invaders pinioned³ the prisoners of all ages and sexes, took their flocks and all their belongings, and [led us] toward the sea. All of us were then put in the castle, and kept for market. On a certain time I and other prisoners were put aboard a canoe, under our master, and rowed away to a vessel belonging to Rhode Island, commanded by Captain Collingwood. While we were going to the vessel, our master told us all to appear to the best possible advantage for sale. I was bought on board by one Robertson Mumford, steward of said vessel, for four gallons of rum, and called Venture. Thus I came by my name.

The vessel... sailed for Rhode Island, and I arrived there. Here my master sent me to live with one of his sisters, until he could carry me to Fisher's Island, the place of his residence. I had then completed my eighth year.⁴ After staying with his sister some time, I was taken to my master's place to live.

Station #3: New York Times Article, "Brown University's Debt to Slavery" (Modified)
October 23, 2006

The following excerpt comes from an article in the New York Times. As you read out loud, circle any important numbers and names of people or places and record these observations in your table. Then, write down 2-3 inferences.

¹ Instigated= encouraged

² Subdue= conquer, overcome.

³ Pinioned= tied up

⁴ Completed my eighth year= Venture was eight years old at the time.

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A report on Brown University's links to slavery should put an end to any belief among Northerners that slavery only existed in the South.

The report proves that Brown benefitted in its early years from money that came from the slave trade. It did this in an era when slavery was common in Rhode Island. Rhode Island served as a northern hub of the slave trade. Nearly 1,000 slave ship voyages left Rhode Island. These ships carried more than 100,000 Africans into slavery in the 1700s and early 1800s.

The Brown report is the latest proof that Northern businesses, churches and schools benefited from slavery. Other colleges might be ashamed if they also dug deeply into their pasts.

The Committee on Slavery and Justice, a group made up of professors and students, found that about 30 members of Brown's governing board owned slave ships. When Brown was being built, donors sometimes sent their slaves to help build the school. The Brown family, whom the school is named after, also owned slaves and engaged in the slave trade.

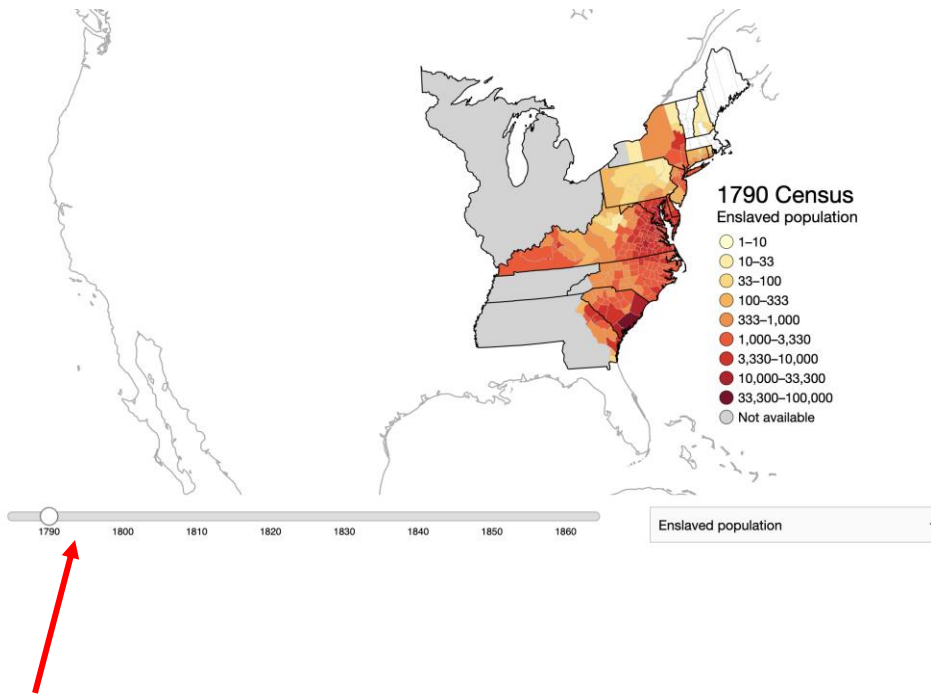
Station #4: Interactive Map

Pick one technology representative in your group. Have that person log onto their chromebook and go to <https://lincolnmullen.com/projects/slavery/> to access the map shown below.

On the map, find Rhode Island. Then click on "Providence" (see picture below for help)

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- Rhode Island is here

Change the year by clicking down here

After you have clicked on Providence, record the following information in your table under "observations":

1. How many enslaved people lived in Providence in 1790? How about 1820?
2. How many free African American people lived in Providence in 1790? How about in 1820?
3. Write down one other observation from the numbers you see.

Once you have written this information down, discuss what you found as a group. Write down 2-3 inferences based on this information.