



### Those Who Shall Be Whipped

“Be it enacted . . . that every . . . Negro or slave that shall be taken hereafter out of his master’s plantation, without a ticket, or leave in writing, from his master or mistress . . . shall be whipped.”

—South Carolina slave law, 1712

◀ Enslaved people were brought to the West African coast for shipment to the Americas.

## Slavery in the Colonies

### Objectives

- Describe the conditions under which enslaved Africans came to the Americas.
- Explain why slavery became part of the colonial economy.
- Identify the restrictions placed on enslaved Africans in the colonies.
- Describe how African culture influenced American culture.

### Reading Skill

#### Use Paragraph Clues to Analyze Meaning

When you encounter an unfamiliar word, read the nearby sentences for clues. You may find clues in examples or descriptions. Sometimes a nearby sentence includes a contrast clue to what the word *does not* mean.

### Key Terms

triangular trade      slave code  
racism

**Why It Matters** Spanish and Portuguese settlers were the first to bring Africans to the Americas as a source of slave labor. Slavery spread to the colonies of other European countries. Millions of Africans were transported to the colonies against their will.

**Section Focus Question: How did slavery develop in the colonies and affect colonial life?**

### The Atlantic Slave Trade

Some scholars estimate that more than 10 million enslaved Africans were transported to the Americas between the 1500s and the 1800s. The Spanish and Portuguese brought the first Africans to the Americas. The British, Dutch, and French also entered the slave trade. In time, English colonists—especially from New England—were actively shipping enslaved Africans across the Atlantic.

Slave traders set up posts along the West African coast. Africans who lived along the coast made raids into the interior, seeking captives to sell to the Europeans. Bound at the leg and neck, captives were forced to march as far as 300 miles to the coast. Half of these captives died along the way.

**Middle Passage** Once they arrived at the coasts, captives were traded for guns and other goods. They were then loaded onto slave ships and transported across the Atlantic on a brutal voyage that became known as the Middle Passage.

To increase their profits, some slave-ship captains crammed the maximum number of captives on board. As many as 350 people might be bound together in a tiny space below deck, without light or air. Other captains provided better conditions, in the hope that more captives would survive in good health and fetch a higher price.

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## Section 3

### Step-by-Step Instruction

### Review and Preview

Students have read about economic growth in the colonies. Now they will read about the development of slavery in the English colonies and its effect on colonial life.

### Section Focus Question

#### How did slavery develop in the colonies and affect colonial life?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Slavery started as a way to provide labor, especially on plantations. It became restricted to Africans; and developed into a system in which slaves and their descendants were bound for life.*)

### Prepare to Read

#### Build Background Knowledge

L2

Remind students that they read in Chapter 2 about the use of Africans as slaves by the Spanish. Ask them to recall why the Spanish began importing enslaved Africans (*There was a labor shortage in the Spanish colonies*). Then have students predict the reasons for the development of slavery in the English colonies. Address any misconceptions that students may have. Remind them to confirm or revise their predictions after they read the section. Use the Give One, Get One strategy (TE, p. T25) to encourage discussion.

#### Set a Purpose

L2

■ Form students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

**All in One Teaching Resources, Unit 1,** Reading Readiness Guide, p. 108

■ Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece they want to know. The students will return to these worksheets later.

### Vocabulary Builder

Use the information below to teach students this section’s high-use words.

#### High-Use Word      Definition and Sample Sentence

**temporary**, p. 115      *adj.* not permanent  
Indentured servants worked for planters for a limited number of years on a **temporary** basis.

**revolt**, p. 116      *v.* to rebel; to participate in an uprising  
Slave owners feared that angry slaves might **revolt** against their enslavement.

## Teach

### The Atlantic Slave Trade

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#### Instruction

L2

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **temporary** and **revolt**, using the strategy on TE p. 101.

**Key Terms** Following the instruction on p. 7, have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Read The Atlantic Slave Trade with students using the Oral Cloze strategy (TE, p. T22).
- Discuss the map of the Atlantic Slave Trade with students. Ask: **What percentage of Africans were destined for British America? (4.5 percent)**
- Have students complete the worksheet The Middle Passage. Ask: **Why did plantation owners use enslaved people to do their farmwork? (Slaves were not paid for their work. They did it to save money.)**

**All in One Teaching Resources, Unit 1, The Middle Passage, p. 111**

- Show the transparency The Atlantic Slave Trade.

**Color Transparencies, The Atlantic Slave Trade**

#### Independent Practice

Have students begin to fill in the Study Guide for this section.

#### Monitor Progress

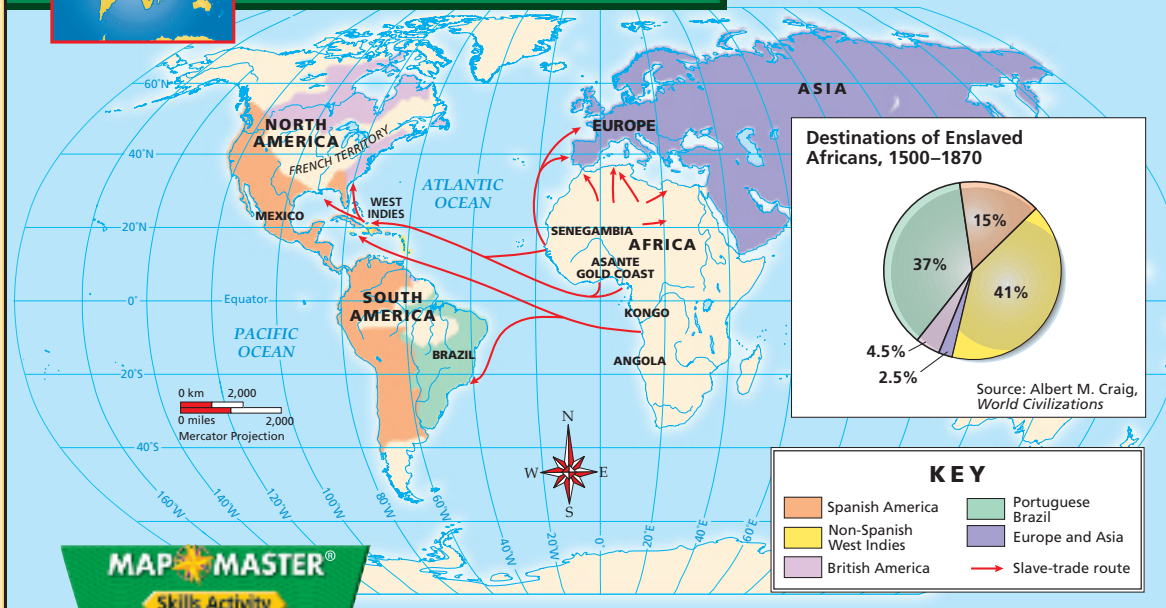
As students fill in the Notetaking Study Guide, circulate to make sure students understand the significance of the Middle Passage. Provide assistance as needed.

#### Answers

**MAP MASTER Skills Activity** (a) British slave trade was less extensive than that of the Spanish and Portuguese. (b) The slave trade probably hurt Africa because it caused disruption of African societies.

**Reading Skill** Possible answer: The sentences describe suffering that is so horrible it is difficult to image. *Inconceivable* probably means difficult to imagine.

## The Atlantic Slave Trade



The slave trade linked the Americas with Europe and western Africa.

- (a) **Evaluate Information** How did British trade in slaves compare to that of the Spanish and Portuguese?
- (b) **Identify Costs** Did the slave trade help or hurt western Africa? Explain your reasoning.

**MapMaster Online**

**For:** Interactive map  
**Visit:** PHSchool.com  
**Web Code:** mvp-1043

Olaudah Equiano told of being captured in western Africa when he was a boy. He later described the conditions aboard a slave ship:

“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. . . . The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.”

—The Interesting Narrative of the Life of Olaudah Equiano

As a result of such conditions, from 15 to 20 percent of enslaved Africans died or committed suicide during the Middle Passage.

Once slave ships reached the Americas, healthy men, women, and children were put on the auction block. They might be sold one by one or in groups. Family members were often separated at this stage. The vast majority of those sold ended up on plantations in the Spanish colonies, Brazil, or the Caribbean. (See the pie chart above.) But for some 500,000 enslaved Africans, their final destination was British North America.

#### Differentiated Instruction

**L3 Advanced Readers**

**L3 Gifted and Talented**

**Give a Biographical Presentation** Have students read a biography of Olaudah Equiano, such as *The Kidnapped Prince: The Life of Olaudah Equiano* by Ann Cameron.

Then have students give a short presentation to the class about the Equiano’s life and his efforts to end the slave trade.

**Triangular Trade** By about 1700, slave traders in the British colonies had developed a regular routine, known as the triangular trade. The **triangular trade was a three-way trade between the colonies, the islands of the Caribbean, and Africa.**

On the first leg of the three-leg voyage, ships from New England carried fish, lumber, and other goods to the Caribbean islands, or West Indies. There, Yankee traders bought sugar and molasses, a dark syrup made from sugar cane. The ships then sailed back to New England, where colonists used the molasses and sugar to make rum.

On the second leg, ships carried rum, guns, and other goods from New England to West Africa. There, merchants traded the goods for enslaved Africans. On the final leg, ships carried their human cargo to the West Indies for sale. With the profits from selling enslaved Africans, traders bought more molasses.

Many New England merchants grew wealthy from the triangular trade. In doing so, they often disobeyed the Navigation Acts, which required them to buy only from English colonies. Because demand for molasses was so high, traders also made purchases from the West Indies. They then smuggled their cargoes into New England.

**✓Checkpoint** What was the Middle Passage?

## Slavery in the Colonies

Slavery had existed since ancient times. However, in many cultures, slavery was not for life. In some early Christian societies, for example, slaves were freed if they became Christians. In many African societies, people captured in war were often enslaved for only a few years. Then, they were freed and became full members of the community. In the Americas, however, a harsher system of slavery developed over time.

**Slavery Takes Root** The first Africans who reached Jamestown may have been treated as servants. But by the late 1600s, ships were bringing growing numbers of enslaved Africans.

Why did slavery take root? One reason was the plantation system. The profits that could be made from tobacco and rice led planters to import thousands of enslaved Africans to work the fields. The southern economy came to depend on slavery.

For planters, slaves were preferable to servants. Indentured servants were temporary. Once their terms were over, they could go. Also, as conditions improved in England, fewer servants came to America.

**Enslaved for Life** As the need for cheap labor grew, colonies made slavery permanent. In 1639, Maryland passed a law stating that baptism did not lead to liberty. This meant people could be enslaved for life. In 1663, a Virginia court held that any child born to a slave was a slave too.



An advertisement for a colonial slave auction

**Vocabulary Builder**  
temporary (TEM poh reh ee)  
**adj.** not permanent

## Slavery in the Colonies

p. 115

### Instruction

L2

- Have students read Slavery in the Colonies. Remind students to look for details that answer the reading Checkpoint question.
- Discuss the unique character of slavery in the Americas. Ask: **How was slavery in the Americas different from other forms of slavery?** (*Slaves in the Americas were bound for life, their children were born as slaves, and slavery was linked to ideas about racial superiority.*)
- Discuss with students the advertisement for a colonial slave auction (p. 115). If necessary, read the text aloud to help students decipher the archaic script. Ask students to recall what they learned in Section 1 about English ideas about rights and freedoms since the Magna Carta. Then lead a discussion about the contrast between those ideas and the ideas about rights reflected in the advertisement. Use the Think-Write-Pair-Share strategy (TE, p. T25) to elicit responses.
- Assign the worksheet Slave Codes. Ask: **Why were there so many restrictions on the activities of slaves?** (*Owners feared that slaves would organize revolts.*)

**All in One Teaching Resources, Unit 1, Slave Codes, p. 112**

### Independent Practice

Have students continue to fill in the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 4, Section 3** (Adapted Version also available.)

### Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of slavery's development in British America. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

### Answer

**✓Checkpoint** the brutal voyage that carried captured people across the Atlantic from the West African coast to slavery in the Americas

## History Background

**Origin of Slave Trade in the English Colonies** The slave trade in the English colonies had its roots in the early struggles of the Jamestown settlement in the colony of Virginia. After several years of hardship, Jamestown began to have some prosperity when it began farming tobacco as a cash crop for export in 1612. The trade in

tobacco boomed over the next decade, but the small colony needed additional workers to maximize exports and profit. In 1619, a Dutch ship brought to Jamestown 20 captured Africans who would work in Virginia's tobacco fields. It was the first of many such shipments to North America during the following 200 years.

### Discovery School Video

Show the video *Life of Enslaved Africans* to tell the story of the Atlantic slave trade, the dangers of the Middle Passage, and the harsh treatment of slaves in the Americas.

## African Cultural Influences

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### Instruction

L2

- Have students read African Cultural Influences. Remind students to look for causes and effects.
- Tell students that people captured in West Africa and sold into slavery came from many regions and spoke numerous languages. Ask: **What factors might lead Africans to develop a language such as Gullah?** (*They needed a way to communicate with each other and understand the instructions of the whites for whom they worked.*)

### Independent Practice

Have students complete the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 4, Section 3 (Adapted Version also available.)


### Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of African Cultural Influences. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate if what they learned was what they had expected to learn.

 **Teaching Resources, Unit 1**, Reading Readiness Guide, p. 108

### Answers

**Draw Conclusions** Cultivating these crops required many people to perform manual labor. Enslaved Africans were imported in increasing numbers to meet the need for labor on large plantations.

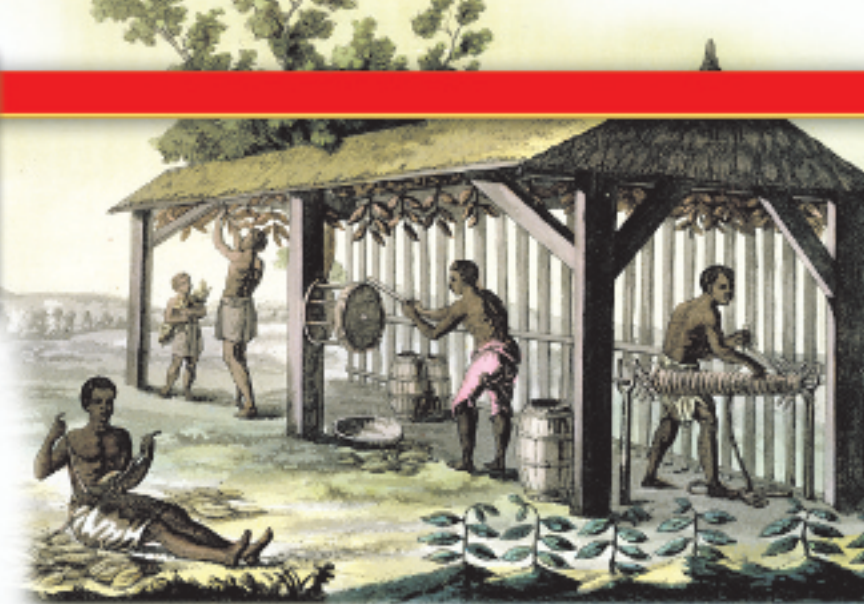
 **Checkpoint** The slave codes were designed to restrict travel and communication among enslaved people. The codes were intended to prevent slave revolts.



### Explore More Video

To learn more about slavery in the colonies, view the video.

**Slave Labor** Preparing tobacco was one of the tasks performed by enslaved workers at a Virginia plantation in the 1700s. **Critical Thinking: Draw Conclusions** How did the cultivation of crops such as tobacco and rice encourage the growth of slavery in North America?




Early on, there were attempts to stop slavery. In 1652, Rhode Island passed the first antislavery law. However, it did not survive long, because Rhode Island shippers made high profits from the slave trade. Georgia had a ban on slavery until the 1750s and then lifted it. Slavery became legal in all the colonies.

Not every African in America was a slave, but slavery came to be restricted to people of African descent. Thus, slavery was linked to racism. **Racism is the belief that one race is superior or inferior to another.** Most English colonists believed themselves superior to Africans. Also, some colonists believed that they were helping Africans by introducing them to Christianity and European ways.

**Resistance to Slavery** As the number of enslaved people grew, whites began to worry that they would **revolt**. The first serious slave revolt took place in 1663, in Gloucester, Virginia. The rebels were betrayed, probably by an indentured servant, and the uprising failed. Soon, other revolts occurred in Connecticut and Virginia.

Fearing more trouble, colonial authorities wrote **slave codes, or strict laws that restricted the rights and activities of slaves**. Under the codes, enslaved people could not meet in large numbers, own weapons, or leave a plantation without permission. It also became illegal to teach enslaved people to read and write. Masters who killed enslaved people could not be tried for murder. Slave codes gave masters more control over enslaved Africans. It also made it harder for escaped slaves to survive.

The new laws did not stop resistance. In 1739, an enslaved Angolan named Jemmy led a revolt in South Carolina. He and his followers killed more than 20 whites before they were defeated. Revolts continued to flare up until slavery itself ended in 1865.

 **Checkpoint** What was the purpose of slave codes?

### Differentiated Instruction

**L1** English Language Learners **L1** Less Proficient Readers **L1** Special Needs

**Unfamiliar Words** Suggest to students that they use a ruler to help them keep their place on a page as they read. Have students mark unfamiliar words or

phrases (such as *flare up* on this page) with sticky notes. Periodically review with students the words and phrases they have marked.

## African Cultural Influences

The lives of enslaved Africans differed greatly from colony to colony. Only 10 percent of the enslaved population lived north of Maryland. In cities of the North, they were often hired out to work as blacksmiths or house servants. On small farms, they might work alongside the owner. Over time, they might buy their freedom.

Even in the South, the lives of enslaved Africans varied. On rice plantations in South Carolina, Africans saw few white colonists. As a result, more than any other enslaved Africans, these workers kept the customs of West Africa. They reproduced the African grass baskets used to sift rice. They spoke Gullah, a special dialect that was created on the west coast of Africa during slave times. This dialect blended English and several African languages. Even today, some residents of the coastal South speak Gullah.

Enslaved Africans in colonies, such as Virginia and Maryland, were less isolated from white society. Still, many African customs survived. Craftworkers in cities used African styles to create fine quilts, furniture, carved walking sticks, and other objects. The rhythm of drums used for communication by Africans found its way into American music. The banjo came from Africa as well. African folk tales became a part of American culture.

**Checkpoint** What cultural influences did Africans bring to America?

**Looking Back and Ahead** In this section, we have seen how millions of Africans were transported to the colonies against their will. In the next section, we shall see how education and religion developed in colonial America.



African-style banjo from the 1700s

### Section 3 Check Your Progress

#### Comprehension and Critical Thinking

- (a) Recall** Why did fewer indentured servants come to America in the 1700s?  
**(b) Analyze Cause and Effect** How did the plantation system and the lack of indentured servants affect the status of Africans in America?
- (a) Identify** Why did the Gullah dialect appear in South Carolina?  
**(b) Compare and Contrast** In general, how did the experience of enslaved Africans in the North differ from that of enslaved Africans in the South?

#### Reading Skill

- Use Paragraph Clues to Analyze Meaning** Some paragraphs give you examples and descriptions of unfamiliar words. Reread the second paragraph under the heading "African Cultural Influences." Use paragraph clues to explain the meaning of *dialect* in that context. Explain the clues you used.

#### Key Terms

- Answer the following questions in complete sentences that show your understanding of the key terms.
- What was **triangular trade**?

#### Progress Monitoring

**For:** Self-test with instant help  
**Visit:** PHSchool.com  
**Web Code:** mva-1043

- How did **racism** affect the status of Africans in America?
- Why did white colonists create **slave codes**?

#### Writing

- Create an outline for an essay that discusses the geographic and economic factors that resulted in some colonies using slave labor more than other colonies.

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### Section 3 Check Your Progress

- (a)** Conditions in England were improving.  
**(b)** These factors made their labor more valuable and increased efforts to control them legally through laws such as the slave codes.
- (a)** Enslaved people from different regions who spoke different languages needed a way to communicate with each other.

- (b)** Enslaved Africans in the South were much more likely to work on plantations and be enslaved for life, while slaves in the North typically worked in trades and had some opportunity to buy their freedom.
- Possible answer: Dialect means a way of speaking that doesn't match any one language. Clues include that Gullah is a dialect and is a mixture of several languages.
- Trade between North America, the Caribbean, and Africa in which certain

## Assess and Reteach

### Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

**All in One Teaching Resources, Unit 1**  
Section Quiz, p. 117

To further assess student understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies,**  
Chapter 4, Section 3

### Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide,** Chapter 4,  
Section 3 (Adapted Version also available.)

### Extend

Have students locate a copy of *A Journal of a Voyage*, by Thomas Phillips. Have students browse the text and write a paraphrase of a passage of their choice. Have them present their work to the class. Provide students with the web code below.

#### Extend

**For:** Help with the Extend activity  
**Visit:** PHSchool.com  
**Web Code:** mve-0127

#### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

### Answer

**Checkpoint** Africans brought language, skill in crafts, musical styles, and other cultural influences to the Americas.

goods were shipped between each of the points in exchange for other goods

- Racism hurt the status of Africans in America because it helped Europeans justify to themselves the enslavement of Africans.
- White colonists created slave codes to reduce the chances of slave revolts.
- Answers will vary, but should address economic and geographical factors.