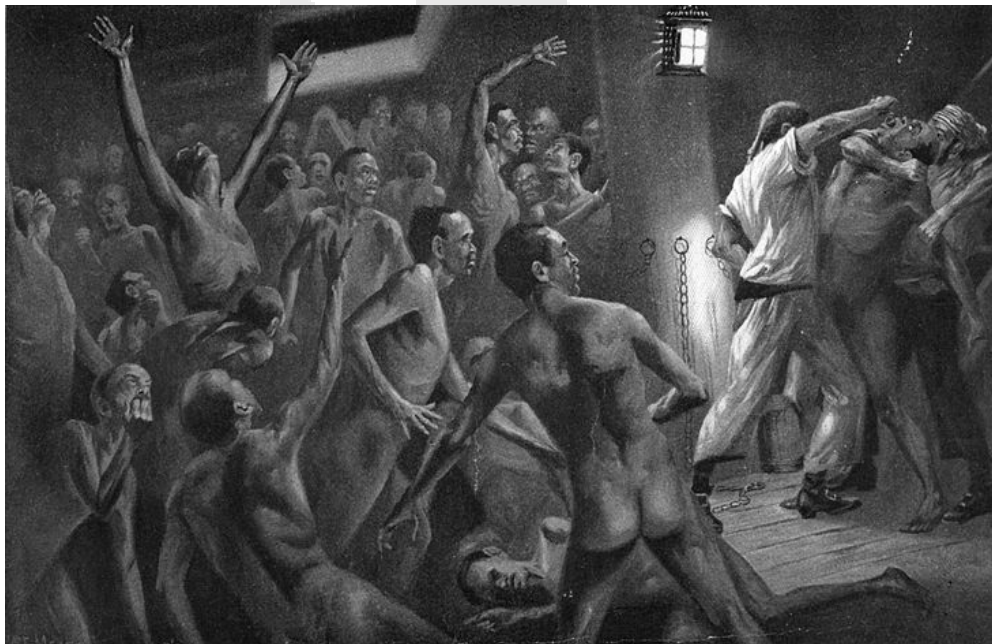


## A Glimpse into the Life of a Slave on the Middle Passage The Trans-Atlantic Slave Trade

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### **Kansas State Standard**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, group, ideas, developments, and turning points in the early years of the United States.



**Focus:**

The student will be able to describe conditions on slave ships and the kinds of trade that took place in the Middle Passage.

**Measurable Outcome:**

The student will be able to identify types of trade that took place throughout the Middle Passage

The student will be able to describe the conditions on slave ships

**Materials:**

\*image of a slave ship

\*charts of the number of slave voyages

\*excerpts from [Black Cargoes: A History of the Atlantic Slave Trade](#)

\*Middle Passage game

**Overview:**

**Day 1:**

-have the students make a KWL chart in their notebook

-give the students about 10 minutes to list what they know and want to know about slavery

-ask for volunteers to share what they know

-ask for volunteers to share what they want to know

-briefly discuss the ideas that are presented

-introduce the term "Middle Passage" and show the map of the Triangular Trade along with a world map to show the countries in relation to the U.S.

-talk about the number of slaves that were transported through the Middle Passage

-display the migration chart and talk about the numbers and the kinds of goods that were traded

## **Day 2:**

- Have an image of the interior of a slave ship on the projector as the students come in.
- Instruct the students to write in their notebooks, descriptions of what they see in the image
- Have the students use the concrete information to interpret what they see
- Have the students make a hypothesis about the context of the image
- Display and read excerpts from "Black Cargoes"
- Discuss how the students think they would feel in that situation
- Introduce the Middle Passage role-playing game

## **Day 3**

- Activity: Play the Middle Passage role-playing game
- discuss the thought process in the decisions made during the game (i.e. giving up, fighting)

## **Closing:**

Explain that this was just an overview of slavery in the Middle Passage and that there are many more implications of the whole system of the Trans-Atlantic slave trade. Tell the students that we will be talking more about slavery in the upcoming days.

## **Assessment:**

The students will be assessed by the information they have entered in their spirals. The spirals should include a completed KWL chart about slavery and three levels of the visual discovery of the "slave ship interior".

## **Resources:**

- Dr. Ron Bailey
- Mannix, Daniel P., Black Cargoes: A History of the Atlantic Slave Trade. The Viking Press, New York.
- A Forgotten History: The Slave Trade and Slavery in New England. Brown University.
- Joanne Pope Melish, Middle Passage Game

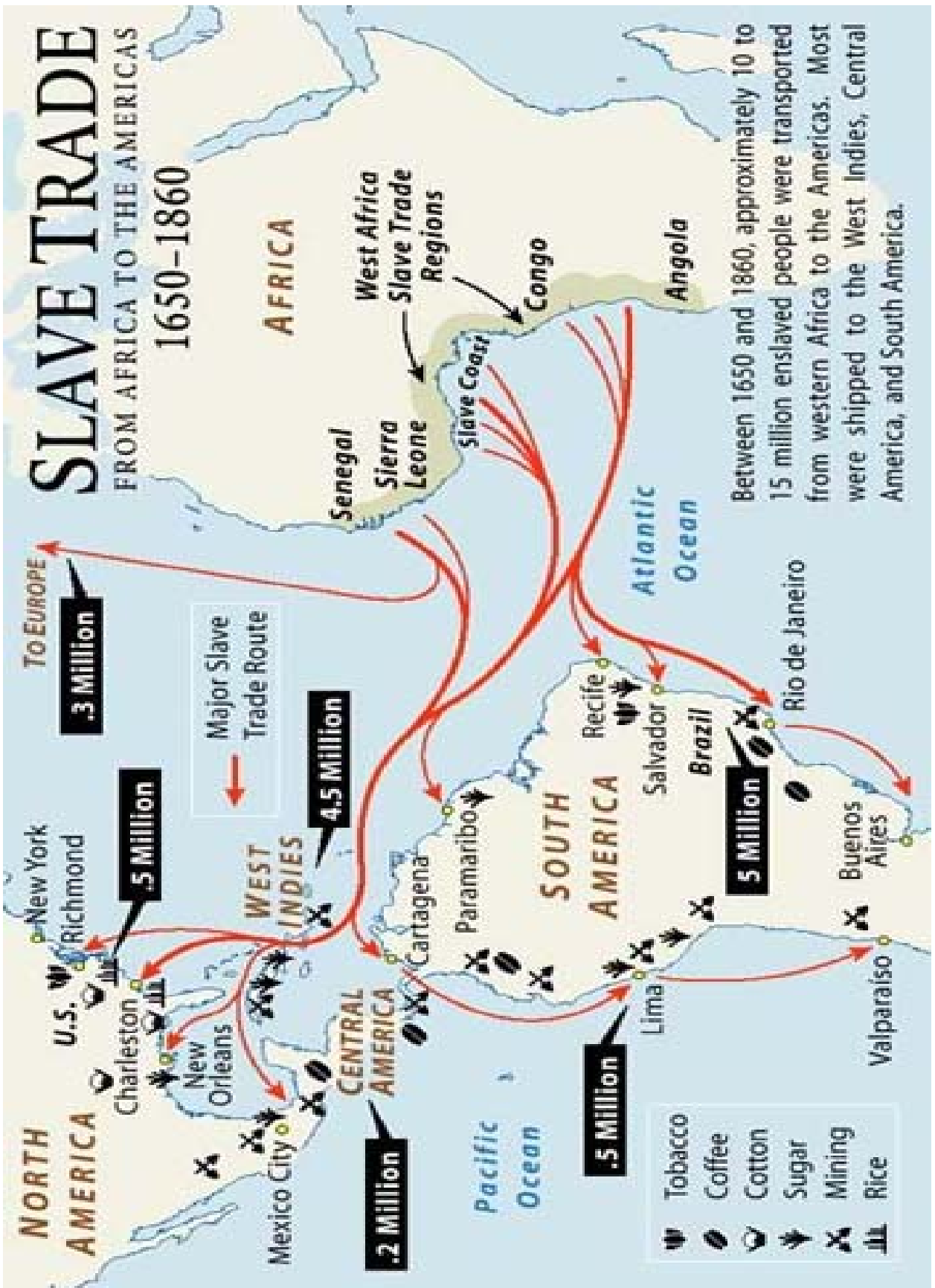
**Curriculum created by Ms. Leah Goff**

Table 1 Cumulative net migration into and populations of selected American regions, c. 1820

	Net migration		Population	
	African	European	Black and free colored	White
United States	550,000	651,000	1,771,656	7,866,797
British West Indies	1,600,000	210,000	839,000	57,000
French, Danish, and Dutch West Indies	2,235,000	254,000	814,600	73,600
Brazil	2,942,000	500,000	2,660,000	920,000
Spanish America, excluding Peru	1,072,000	750,000	5,150,000	3,429,000
Totals	8,399,000	2,365,000	11,235,256	12,346,397

Source: Eltis 1983: 278.

Note: The totals were not included in the original table. See additional explanatory notes in Eltis 1983.



**The Black Cargoes: A History of the Atlantic Slave Trade**  
**By Daniel P. Mannix with Malcolm Cowley**

**Chapter 5: The Middle Passage**

“...the men were shackled two by two, the right wrist and ankle of one to the left wrist and ankle of another. Then they were went to the hold or, at the end of the eighteenth century, to the “house” that the sailors had built on deck. The women- usually regarded as fair prey for the sailors-and the children were allowed to wander by day almost anywhere on the vessel...”

“The hold of a slaving vessel was usually about five feet high. That seemed like waste space to the Guinea merchants, so they built a shelf or platform in the middle of it, extending six feet from each side of the vessel. When the bottom of the hold was completely covered with flesh, another row of slaves was packed on the platform.”

“Dancing was prescribed as a therapeutic measure, a specific against suicidal melancholy, and also against scurvy-although in the latter case it was a useless torture for men with swollen limbs...the men slaves ‘jumped in their irons’ until their ankles were bleeding flesh.”

“The average mortality in the Middle Passage is impossible to state accurately from the surviving records. Some famous voyages were made without the loss of a single slave...On one group of nine voyages between 1766 and 1780, selected at random, the vessels carried 2362 slaves and there were no epidemics of disease. The total loss of slaves was 154, or about 6 ½ percent. On another list of twenty voyages the vessels carried 7904 slaves and lost 2053, or 26 percent...the Privy Council added 4 ½ percent for the deaths of slaves in harbors before they were sold, and 33 percent for deaths during the seasoning process, making a total of 50 percent.”

**Curriculum created by Ms. Leah Goff**