

The Practice of Slavery

ENRICHMENT ACTIVITY

Chapter 2, Section 2

Directions: Read the information below carefully. Then refer to it to answer the questions that follow.

Slavery has existed since ancient times. Slaves in Egypt built the pyramids. Greek slaves brought art and learning to Rome. Sir Francis Drake's crew feared being captured and enslaved by the Spanish. John Smith, the leader of the Jamestown colony, was captured on a battlefield and taken to Turkey as a slave.

Slavery was once a natural consequence of defeat in war. During the Crusades, both Christians and Moslems made slaves of their defeated enemies. They also enslaved infidels and heathens they defeated in war. Infidels were people who knew about Christianity or Islam, but did not follow the practices of these religions. Heathens were those who did not know about the Christian or Moslem faiths.

Slavery was practiced in Africa before the Europeans came. People became slaves in Africa because they had been kidnapped, were prisoners of war, or were poor and looking for a protective master.

For several centuries, the Moslems engaged in slave trade in Africa. Christians became involved in 1444 when Portuguese sailors attacked an African village. The sailors took the prisoners home to Portugal, baptized them, and enslaved them.

The first black people to arrive in Jamestown were baptized on the Spanish ship where they were imprisoned. The practice of baptizing Africans and giving them Christian names in order to save their souls, while at the same time selling them into slavery, continued until the Civil War.

Frederick Douglass, a former slave who later became an advisor to President Abraham Lincoln, wrote, "I was very early told by someone that 'God up in the sky' had made all things, and had made black people to be slaves and white people to be masters. . . . I could not tell how anybody could know that God made black people to be slaves."

Slaves were supposed to become good Christians, to obey their masters, and to wait for heaven. They were not to read the Bible. When the plantation owner learned that his wife was teaching Douglass to read, he complained, "If he learns to read the Bible, it will forever unfit him to be a slave. He should know nothing but the will of his master and learn to obey it."

Mastering Facts

1. What was the usual cause of slavery in the ancient world?

2. What new concept about taking slaves did the Christians and the Moslems introduce during the Crusades?

3. Before Europeans arrived in Africa, what were the three common causes of slavery in Africa?

4. Why did Europeans baptize Africans?

5. What religious belief regarding slavery did American slaveholders want slaves to have?

Predicting Consequences

6. Why did slave owners think it was dangerous for slaves to read the Bible?

7. What could happen if slaves learned to read and write?

Understanding Current Events

8. Today some groups hold views about minorities that are similar to views once held by American slaveholders. Explain.

9. Does slavery, or something similar to slavery, exist in the world today? Explain.

The Growth of Cities

ENRICHMENT ACTIVITY

Chapter 2, Section 3

Directions: The table on this page shows the growth of the populations of five major colonial cities from 1690 to 1720. Use the table to answer the following questions.

Population Growth in Colonial Cities

Year	Boston	Phila- delphia	New York	Newport	Charles Town
1690	7,000	4,000	3,900	2,600	1,100
1700	6,700	5,000	5,000	2,600	2,000
1710	9,000	6,500	5,700	2,800	3,000
1720	12,000	10,000	7,000	3,800	3,500

Explaining Graphic Information

1. Which city of the thirteen English colonies had the largest population in 1690?

2. Which city had the slowest growth rate between 1690 and 1720?

3. Which city had the largest population by 1720?

4. Which two cities had the same number of people in 1700?

5. Which city grew the most between 1690 and 1720?

6. Which city had the fastest growth rate for a ten-year period? for a twenty-year period?

7. How many more people lived in Boston than in New York in 1690? in 1700? in 1710? in 1720?

Drawing Conclusions

8. Consult the map on page 31 of your textbook and decide which colonial region—North or South—had more large cities. Explain why.

9. Why do you think that all five major colonial cities on the chart were seaports?

Comparing and Contrasting

10. What product was most likely shipped from Charles Town? What products were shipped from the cities in the North?

Predicting Outcomes

11. If you had looked at a map of the colonies in 1720, what might you have predicted about the future of the colonies? Explain.

Linking Past to Present

12. Give the current spelling for the city whose spelling has changed since 1720. Which colonial city eventually became a state capital? Which city on the chart has the largest population today?

The South Is a Divided Agricultural Society

RETEACHING ACTIVITY

Chapter 2, Section 1

Directions: Use the diagram below to complete the chart. List the characteristics of each group on the lines provided. You will then better understand the class divisions in Southern colonial society.

Tidewater Plantation Owners

Wealthy plantation owners became increasingly rich. Their farms were on fertile soil bordering rivers. Huge tobacco yields allowed them to use more indentured servants. (Indentured servants were people who worked for a term without wages. In exchange, their employers paid their passage to the colonies.) Indentured servants in turn produced even more tobacco for the plantations. The plantation owners were the lawmakers and the only voters in the colony. They voted lower taxes for themselves and passed laws that favored their own life style. To maintain a thriving fur trade, they protected Indian land rights.

Piedmont Farmers

Farmers who were not able to settle in the Tidewater area had to be content with smaller, less productive tobacco farms located in the Piedmont, an area of forests and hills bordering the Appalachian Mountains. Piedmont farmers had few indentured servants. They could not afford many servants because their farms yielded lower profits and they had to pay high taxes. Piedmont farmers had no say in their own government because only landowners with large holdings had the right to vote. Piedmont farmers were desperate for more land and fought with Indians over land rights.

Bacon's Rebellion

Conflict between these two groups over several issues, including voting rights, fairer taxes, and treatment of the Indians, resulted in the first revolt by the people of the colonies—Bacon's Rebellion. In 1676 a young man named Nathaniel Bacon led white settlers in an attack on Indians. Though the rebellion failed, it caused plantation owners to change from indentured servants to black slaves for labor.

	Tidewater Plantation Owners	Piedmont Farmers
1. Size of land holdings		
2. Location		
3. Source of labor		
4. Involvement in government		
5. Amount of taxes paid		
6. Treatment of Indians		
7. Major crop raised		

Slavery Flourishes in the South

RETEACHING ACTIVITY

Chapter 2, Section 2

Directions: Read each passage carefully. Then, on the line provided, write the letter of the sentence that best states the main idea of the passage. You will then better understand some conditions of slavery.

_____ 1. Slavery differed from indentured servitude in four important ways. First, the master owned the slave as living property, in the same way one might own a horse. Second, slavery was for life, not just for a number of years. Third, the children of slaves were slaves themselves. Fourth, family members could be sold to different owners and separated for life.

- a. Indentured servants eventually gained their freedom.
- b. In purchasing a slave, a master bought rights to the person, the products of the person's labor, and the person's future children.
- c. Slaves never earned their freedom.

_____ 2. In South Carolina, Indians were enslaved from the earliest times. Occasionally, English settlers enslaved Indian prisoners of war. More often, Indians themselves sold members of enemy tribes to the English. However, most captives were difficult to control because they had friends and relatives nearby, and they knew the way to return to their own lands. Captive Indians had much better knowledge of the fields and forests than the colonists did. The Indians could escape easily, and they were very hard to recapture.

- a. Indian slaves were difficult to hold captive because they knew the land well enough to escape easily into the forests.
- b. African slaves worked harder and were therefore more desirable than Indian slaves.
- c. Indian slaves were primarily prisoners of war put into the labor force.

_____ 3. Slavery existed in West Africa before the Europeans arrived there. However, in African societies slavery was very different from slavery in colonial America. For example, in Africa there was little plantation slavery; slaves held many positions and most had legal rights. Some slaves were household workers, while others worked in the fields. Some were soldiers in important units. Some slaves even served as governors of regions. People became slaves in Africa because they had been kidnapped, were prisoners of war, or were poor people seeking a protective master. Slavery in Africa did not happen to a person because he or she happened to be black.

- a. Some slaves became regional governors.
- b. Slaves' work included household work and military service.
- c. Slavery in Africa differed from that in America in that it was not based on skin color.

_____ 4. Because there were few towns in Virginia, many jobs that were usually done in towns were performed on plantations instead. The slaves who did these jobs were mainly Virginia born, and many were artisans. Artisans are skilled workers in trades in which they use their hands. Among the slave artisans were blacksmiths and carpenters who were proud of their skills and usually knew more about their work than their overseers did. Unlike field laborers, artisans were not constantly watched; instead, they had independence and mobility.

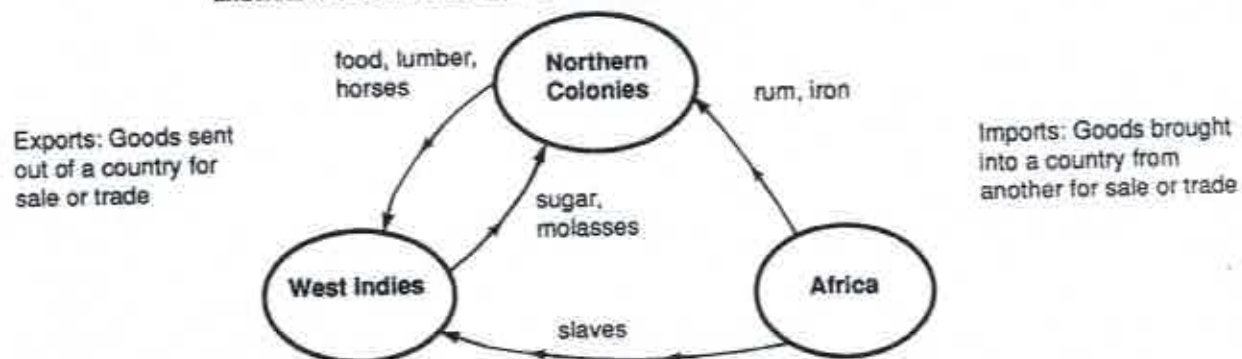
- a. Most slave artisans were born in Virginia.
- b. Plantations in early Virginia were independent or self-contained because there were few towns.
- c. Slave artisans were skilled in a trade and generally had more self-pride and freedom from harassment than field laborers.

The North Develops Commerce

RETEACHING ACTIVITY

Chapter 2, Section 3

Directions: Study the diagram. Then use it to answer the questions below. Next, refer to the paragraph about farming in the Northern colonies to fill in the chart at the bottom of the page. After completing these activities, you will better understand about life in the Northern colonies.



1. A triangle of trade developed between the Northern colonies, _____, and _____.
2. Goods produced in a country or colony that are purchased by and shipped to other countries are _____.
3. The main exports from Africa to the West Indies were _____.
4. Three exports of the Northern colonies to the West Indies were _____, _____, and _____.
5. Imports from the West Indies to the colonies were _____ and _____.

Farming in the Northern Colonies

Farming in the colonies involved the entire family. Women assumed the main responsibility for cooking, baking, sewing, spinning, weaving, washing, and candlemaking. Men generally were responsible for clearing the fields, planting, harvesting, and keeping the farm in good condition. Both men and women took part in child rearing, which was serious and strict. Children were taught to honor their God and their parents and to work hard in all they did.

Women's Responsibilities	Men's Responsibilities
Shared Responsibility	