

Slavery Resistance, Rebellions, and Escapes

LESSON 5 Grades 4 – 12

SLAVERY RESISTANCE, REBELLIONS, AND ESCAPES

Lesson Duration: 1–3 Class Periods (30 – 50 Minutes) for Each Section

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Integration of Knowledge and Ideas: 7, 8, 9, Range of Reading and Level of Text Complexity: 10, WRITING: Text Types and Purposes: 1, 2, 3, Production and Distribution of Writing: 4, 5, 6, Research to Build and Present Knowledge: 7, 8, 9, Range of Writing: 9, SPEAKING AND LISTENING: Comprehension and Collaboration 1, 2, 3, Presentation of Knowledge and Ideas 4, 5, 6, LANGUAGE: Conventions of Standard English 1, 2 Knowledge of Language 3, Vocabulary Acquisition and Use 4, 5, 6

Math – IN 2000:

Computation 4.2.12, 5.2.6, Common Core Standards: Operations and Algebraic Thinking (OA) Grades 3, 4, 5

OBJECTIVE:

The purpose of this lesson is to examine information about the resistance movement, slave uprisings and rebellions that the Africans and their offspring participated in to gain their freedom and become liberated. Using secret passages, songs and other means, the African Americans who fled for freedom outwitted their slave masters and often made it to freedom. However they had to remain vigilant to prevent being recaptured. As a result of this lesson:

OVERARCHING QUESTIONS:

1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT THEME:

Examine resistance and rebellion and the consequences of keeping people enslaved, uneducated, and left out of a democratic process.

STANDARDS/ESSENTIAL SKILLS:

All of the standards listed below are directly related to or can be closely connected to this lesson. Depending on the direction the teacher wishes to focus the lesson, these standards provide a foundation for teachers to adapt and implement a standards-based curriculum approach.

Social Studies - IN 2007:

K-8 HISTORY: Historical Knowledge: IN 2.1.1, 3.1.4, 4.1.6, 4.1.7, 5.1.7, 5.1.12, 6.1.10, 7.1.8, 7.1.12, 7.1.13, 8.1.16, 8.1.18, Chronological Thinking, Historical Comprehension, Research: IN 2.1.5, 3.1.7, 4.1.16, 5.1.17, 5.1.18, 5.1.19, 5.1.20, 5.1.21, 6.1.20, 6.1.21, 6.1.24, 7.1.20, CIVICS AND GOVERNMENT: Foundations in Government: 2.2.1, 2.2.4, 2.2.5, Role of Citizens: IN 3.2.5, 3.2.7, 5.2.8, GEOGRAPHY: Human Systems: - IN 4.1.10, 5.3.8, 5.3.9, 6.3.9, 8.3.7, ECONOMICS: 6.4.2, 8.4.2, 8.4.11, High School: US HISTORY: USH 1.1, 1.2, 1.3, 1.4, 2.7, 7.1, 7.2, 7.3, 7.4 HS US GOVERNMENT: USG 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.5, 2.6, 2.7, 3.20, 5.1, 5.6, 5.7, 5.9

Language Arts - Common Core 2010:

CCR Standards (Gr 4-12) are woven into activities

LITERATURE: Key Ideas and Details: 1, 2, 3, Craft and Structure: 4, 5, 6,

The students will:

1. Consider how a repressed group of people was able to communicate within their community and work together to create change.
2. Critique how African Americans banded together to bring freedom to themselves and others.
3. Discuss how President Obama's message of "change" was a central theme in his campaign.
4. Assess how people can work collaboratively in difficult circumstances and stand up for what is right, and eventually help create change.
5. Research current world situations where slavery, human trafficking, uprooting of large numbers of people from their homeland can be addressed and finally remedied.

NOTE: The following reminder is included from the *Do's and Don'ts of Teaching Black History*, found in the Introduction. Realizing that this could be a difficult subject to approach, care will be taken **NOT TO:**

1. Single out African American or White children to be spokespersons for their race because students may feel uncomfortable.
2. Role play with Black children being the slaves and White children being the oppressors, because this shows insensitivity to how students, parents and others in the community may feel about or react to this strategy.



BACKGROUND INFORMATION: SLAVERY RESISTANCE, REBELLIONS AND ESCAPE

Slavery began in the early 1600s and continued until after the end of the Civil War. Because of the inhumane way that people were captured and taken from their homeland, it was not surprising that the enslaved people had a desire to be free from their captors and slaveholders. Conditions during the enslavement period were not good. As the years passed, even after being enslaved in the United States for long periods of time, their offspring, who were born into slavery, also tried to escape slavery and the unjust system which deprived them of freedom, dignity and the pursuit of happiness.

While many enslaved Americans died in rebellion against their slave masters and the conditions they were forced to work in, it did not take away their desire for freedom. Although most early attempts to resist slavery were met with little success, eventually, a system called the “*Underground Railroad*” developed, and allowed thousands of slaves to escape along predetermined secret routes that had stopping places called “*stations*.” As escaped slaves went from station to station, they found food and additional information about where to go next.

Although uprisings and rebellions occurred, several things made rebellion by the slaves an unlikely occurrence. First, it is remarkable that uprisings worked because the enslaved people were not allowed to learn how to read or write. This was punishable by law for those who tried. By denying slaves that freedom, White slaveholders reduced the ways in which slaves could communicate. Keeping people uneducated and unable to read for themselves is within itself another form of slavery. However,

the clever use of “*code songs*” disguised as work songs and spirituals exposed the ingenuity the African Americans possessed in helping others escape slavery.

The second obstacle was the obvious skin color of the enslaved people who were easily identifiable if they tried to escape. Even if they made it to a place where slavery was banned, escaped slaves or freed Black people had to produce papers to authenticate their citizenship and freedom. Laws and court decisions also influenced the outcome for those who tried to

escape to freedom.

The timeline included as a resource sheet at the end of the lesson gives a list of some of the most notable rebellions and resistance to slavery movements. When slaves rebelled or ran away, their masters would often put out signs offering a reward for escaped slaves return. As the nation grew more divided over the institution of slavery, the Compromise of 1850 created temporary solutions to those in disagreement, but it placed even more undue burdens on African Americans.

After the Compromise of 1850 with its Fugitive Slave Act, any white person was obligated to help capture black people and take them to a judge or commissioner who decided whether the Black person in the North was indeed a slave. If the commissioner decided that the person was not a slave, the commissioner would receive \$5.00. If he decided that the person was a slave then the commissioner would receive \$10.00 and return the accused Black person to the claimant. With this act, even free black people were in danger of being claimed as a slave. There are many cases of free black people being kidnapped, claimed as slaves and sold down in the Deep South. For an example see *Solomon Northup: Twelve Years A Slave*. Northup, who was from New York, was offered a job playing his violin and then kidnapped and sold to the Red River Valley region in the South.

It was not an easy life being enslaved, and the risk of escaping held great dangers even after former slaves moved to the North or to Canada. From 1850 -1860 about 20,000 Blacks moved to Canada to escape being sent back into slavery. However, sometimes slaveholders or slave catchers even went to Canada to reclaim their slaves.



NOTE: PRE-CIVIL WAR AMERICA—SOME FACTS AND FIGURES

1. On the eve of the Civil War there were over 500,000 free Blacks living in the North and South.
2. Most slaves lived in nuclear families—a father, mother, children.
3. Slave religion played a critical part of slave life. It was usually the network and social activity slaves controlled.
4. Spirituals became a way of teaching about the Bible because slaves were forbidden to read. These songs were frequently used as a method of secret communications, often plans about escaping “*up North*.”
5. Four million African-American women were enslaved between 1619 and 1865. They plowed fields, cooked meals, nursed White babies/children, became seamstress and tended to the sick.

REFERENCES:

http://www.pbs.org/independentlens/natturner/slave_rebellions.html

<http://www.pbs.org/wnet/slavery/experience/responses/index.html>

KEY QUESTIONS:

1. What were the economic and political reasons that the slavery system continued as long as it did?
2. What was the impact of slave rebellion on the United States in its early history?
3. Describe the abolitionist movement and people who were important to its success?
4. What arguments were used to keep the slavery system in tact?
5. What opposing arguments were made?

6. Why was the Underground Railroad needed?
7. What causes rebellions in any country?
8. Does rebellion or civil disobedience ever have a positive outcome?
9. What are the negative outcomes?
10. What examples can be found in modern times of citizens in a country who have successfully rebelled against their government?
11. What are the possible outcomes of rebellions around the world?
12. How do students or young people in a community resist unfair or unjust practices?
13. How can students make a difference with things they are concerned about and cause a positive change in their community or school?

VOCABULARY:

Abolitionist, insurrection, resistance, rebellion, Underground Railroad, bounty, bounty hunters, civil disobedience

INSTRUCTIONAL MATERIALS:

1. Slave Rebellion Timeline.
2. Primary Source Documents: Documents related to slave rebellion and reward posters for escaped slaves; the U. S. Constitution.
3. Secondary Source Documents – Books about the lives of people in slavery, escape attempts, accounts of the various slave rebellions.

DIFFERENTIATION AND/OR MODIFICATIONS:

1. Students will be allowed to choose different events to research.
2. Students will be allowed to present their information in a variety of ways.
3. Students will work in pairs.

ACTIVITY: SOCIAL STUDIES

ANALYZING AND USING INFORMATION FROM A TIMELINE

METHOD OF DELIVERY – Lecture, using handouts, allowing student interactions

PROCEDURE:

The teacher will:

1. View the DVD, and then note the connection in the video to the state standards related to studying the time period when African Americans were held in slavery and rebelled or tried to escape.
2. Collaborate with a Language Arts teacher to have students read a book about this time



- period to demonstrate insights into why someone would want to rebel against slavery.
3. Reproduce timelines for each pair of students.
 4. Assign or allow students to choose a partner to work together on an activity to summarize some of the major slave rebellions.
 5. Have each student create a chart about the rebellions and label the chart, "Overview of Major Slave Rebellions."
 6. Then let students choose one specific rebellion to discover more information about.
 7. Provide suggestions for Websites to use to research both primary and secondary sources about slavery, slave rebellions, escaped slaves, and bounty hunters.
 8. Provide primary documents or sources for students to review.
 9. Allow students time to review actual speeches, photos, reward posters or other artifacts from that time period to help students understand why people would want to rebel.
 10. Allow students time to explain their findings to their partner and one or two other sets of partners.
 11. Lead a discussion with the class on how people decide what is moral and ethical in choosing how they treat others because of their race, ethnicity or other factors that are easily recognizable.
 12. Allow students to evaluate the definition of civil disobedience.
 - Ex. 1. Civil disobedience is a group's refusal to obey a law because they believe the law is immoral (as in protest against discrimination;)
 - Ex. 2. Civil disobedience is the active refusal to obey certain laws, demands and commands

of a government, or of an occupying power. It is one of the primary methods of nonviolent resistance.

13. Connect the lesson back to the lesson theme and the state standards covered.
14. Bring closure to the lesson with a quote:

"The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental states." The Mahatma, Mohandas K. Gandhi. Mahatma means teacher. (Gandhi was a non-violent protester from India who greatly influenced the ideas of Dr. Martin Luther King, Jr. (1869 – 1948).

The students will:

1. Study the timeline of slave rebellions.
2. Work in pairs with another student to identify the date, place, slaves and others involved, and the outcome of the revolts attempt - (*When, Where, Who, Outcomes*).
3. State two similar findings about all of the rebellions.
4. State two differences discovered about all the various rebellions.
5. Individually choose and research one of the rebellions and write a short one to two-paragraph essay stating what was learned about the revolt.
6. Review primary source material provided by the teacher and Internet sites for references.
7. Include details about the revolt and the impact of the revolt on other slaves and their slaveholders.
8. Share their findings with a small group of 2 - 4 people.
9. Participate in a group discussion about how people decide what is moral and ethical in choosing how they treat others because of their race, ethnicity or other factors that are easily recognizable.
10. Discuss with that same group ideas about what happens when citizens engage in civil disobedience or rebellion against an unjust causes.
11. Report one key discussion point from the group back to the whole class.

DIRECTIONS TO:

1. Divide the class into pairs for work that will follow on the timeline project.
2. Analyze the video segments showing images of slavery and its effect on the population that



lived during that time period.

3. Ask students about the ethical and moral concerns about slavery.
4. Ask all students to conclude why people rebel or try to break away from their bosses or their government.
5. Distribute the timeline that shows some of the major slave revolts. (See a list at the end of the lesson.)
6. Each student should fold their paper into 4 columns and head the columns: When, Where, Who, and Outcome.
7. Let students work together to fill in the information for each column from the timeline.
8. Example:

When	Where	Who	Outcome
1663	Gloucester County, VA	White and Black slaves	Failed

9. Each partner will compare and contrast similarities and differences they notice after reading the entire list and then write their findings at the bottom of the charts they created.
10. Then have students choose two rebellions listed on the timeline.
11. What do the incidents have in common? What are some unique features of the separate events?
12. With their partner, if computers are available or with material provided as resources, allow students to research those incidents. They may either work independently or together on their research. However, each person must turn in his/her own essay.

13. Be sure that different teams choose different events so that when they report back, there will be a variety of topics represented.
14. As students finish up their work, either in class or as a homework assignment, allow them to display or share about the one rebellion they researched.
15. Remind students that in their lifetime, there will be some things that they must stand for or against. It is up to them what they choose.
16. Close the lesson by connecting it to the standards covered and a quote from Gandhi: *"The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental states."* Gandhi.

FOLLOW-UP:

1. Allow students to share their findings about one of the events on the timeline.
2. Ask students what they think Gandhi's quotation means.

ASSESSMENTS:

Performance Tasks:

- Use graphic organizers like the student generated timeline to analyze how well students capture, interpret and analyze information found on a timeline.
- From their Internet search, ask students to write a paragraph about one of the events presented during the lesson.
- Use a state writing rubric to analyze the content.

STUDENT REFLECTION AND DEBRIEFING QUESTIONS:

Students will answer the following questions:

1. What did I learn as a result of this lesson?
2. What did the quote by Gandhi mean to me?
3. When is it right to stand for or against something that has long been held as truth?
4. What does it take to become a positive agent of change?

TEACHER REFLECTION:

1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. The students began to own, voice and clarify their understandings and beliefs about various moral issues in a respectful way.
5. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic.
6. I deliberately made sure that every student was involved in the lesson.

CULTURALLY RELEVANT PEDAGOGY STRATEGY PROTOCOL DESCRIPTION:

Give One, Get One

The following protocol can be used in many lessons. See an example in the Cross-Curricular Extension Activity.

Students will use “Give One, Get One” strategy to help keep all students engaged in the assignments and provides a literacy connection for each student. This strategy is an interactive one that places students in the role of the teacher/ learner. The “Give One, Get One” activity offers opportunity for language-strategy development and for integrating language with content. Students are actively using language, both comprehending and producing, during their partner exchanges; they are also called upon to use language for both academic and social functions. This flexible strategy can be used to activate students’ prior knowledge or to assess their comprehension after reading.

Give One – Get One Activity Steps:

1. Write your name at the top of a piece of paper.
2. List 3 to 5 ideas about the assigned topic. Place a check mark next to your two favorite ideas.
3. Draw a line after your last idea to separate your ideas from those you select from your classmates’ lists.
4. Get up and interact with one classmate at a time. Exchange papers and read your partner’s list. Then ask questions about any new or confusing ideas. Pay particular attention to the ideas your partner has checked off.
5. Add one new idea from your partner’s list to your own list along with his or her name. Make sure that you are able to present this idea accurately during a class discussion.
6. Continue sharing ideas with different classmates until the specified time is over.

REFERENCES:

Definition Sources for Civil Disobedience

<http://wordnetweb.princeton.edu/perl/webwn?s=civil%20disobedience>

http://en.wikipedia.org/wiki/Civil_disobedience
(NOTE: Share origin of wikipedia content.)



CROSS – CURRICULAR EXTENSION ACTIVITIES

MATH ACTIVITY – 10 UP - 10 DOWN

- Use the Slave Rebellion Timeline Handout to spark students' interests in events that happened long ago.
 - Use the timeline handout and cut the worksheet into sections with one event on a separate sheet. (Do this ahead of time).
 - Then either glue each one of the revolts to a separate index card or pass them out.
 - Group students together with partners of 2, but no more than 3, and allow them to spend about 15 minutes on the Internet trying to find information about the Rebellion event they are assigned.
 - If there is not enough time in class, let students complete this in the library or as homework assignment for the next day.
 - An alternative way would be to let students just read and share the information on their slip.
- Each student will need a blank piece of paper to make a timeline that they will create with information they get from their classmates.
 - Fold the blank sheet of paper into 5 long columns.
 - Label the columns date, event, people, and state.
 - On the blank paper, students will write the dates on the horizontal timeline that you read to them. In the first column there will be 16 dates.
 - Read all of the dates in the order that the teacher writes them on the board, or write them ahead of time before class begins.
 - Then pass out the individual slips that were prepared ahead of class time.
 - Allow students time to read their information over with their partner.
 - Let them record information about their event on their paper.
 - Be sure they know the date, the event, and the state where the event occurred.
- The following protocol is based on "Give One, Get One."
 - Then at a signaled time, let students find another pair to share their information.
 - Using the date on their slip, they will have one minute to find another group with an event that happened at least 10 years before or 10 years after their own date.
 - They will give information to the other team and get information from them.
 - On their paper they will record the other team's information – date, event, people, state.
 - Direct the students to switch partners 5 times.
 - When 10 minutes have gone by, have students return to their seats.
- Find out which teams wrote at least 6 answers . Give them 6 claps, 5 – 5 claps, 4 – 4 claps, 3 – 3 snaps, 2 – 2 snaps – a collective chant with a beat, "Got to keep up, to move up!"
 - Declare the team with the most answers, "The 10 Up Champions. Let everyone raise both hands and say, "Ten Up!"
- Pass out the Slave Rebellion handouts and allow students to examine other rebellions. With their partners let them discuss the ones they did not get recorded. Allow them to record the information in the 3 columns that they missed.
 - Have students turn in the timelines they created with their names on them.
 - Let them keep the Slave Rebellion Handout and read over it for homework.
 - The next day, allow students to record the dates again. As a quiz, let them fill in as many of the events as they can remember. (10 minutes)
 - An alternative would be to provide the class with a list of 16 names, places or events and ask them to give you one fact related to the items listed. (10 minutes)

LANGUAGE ARTS ACTIVITY -

JOURNAL RESPONSE: QUOTES TO REMEMBER

- Read the three quotes at the top of the Slave Rebellion Timeline.
- Write and display a quote at the beginning of class for student responses.

3. Have students write a response to the quotes with a 2-minute journal entry at the beginning or end of class

LANGUAGE ARTS ACTIVITY:

READING NOVELS

Partner with a English/Language Arts teacher and have students in their class read a novel about events that occurred during the time of African enslavement in the United States. There are numerous websites that have bibliographies that include an abundance of ideas.

A Book in Time: 1860 Slavery and the Underground Railroad

<http://www.abookintime.com/america/am1860slavery.html>

Carol Hurst's Children's Literature Site: Slavery in the United States

<http://www.carolhurst.com/subjects/slavery.html>

PBS: Africans in America: Youth Activity Guide; Selected Book List

<http://www.pbs.org/wgbh/aia/educational/yag/yagbook.html>

SLAVE REBELLION TIMELINE RESOURCE HANDOUT 5A

QUOTES TO REMEMBER:

"We should never forget that everything Adolf Hitler did in Germany was "legal" and everything the Hungarian freedom fighters did in Hungary was "illegal."
— Martin Luther King, Jr., "Letter from Birmingham Jail,"

Why We Can't Wait, 1963

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." — Bishop Desmond Tutu

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." — Harriet Tubman

SLAVE REBELLION TIMELINE

1663: First serious slave conspiracy in Colonial America. White servants and black slaves conspire to revolt in Gloucester County, VA, but are betrayed by a fellow servant.

1712: New York City Revolt

Enslaved Blacks worked among free Black men and resented the harsh conditions they had to endure. They ran off after starting a fire and attacking the white colonists fighting the fire. However, seventy men were arrested for their part in the revolt. Twenty-one of them were sentenced to harsh deaths. After the revolt, the laws were changed to stop Blacks from gathering in groups larger than three and disallowing Blacks to own land.

1739: The Stono Rebellion

The deadliest revolt in Colonial America takes place in Stono, SC. Armed slaves start marching to Florida and towards freedom, but the insurrection is put down and at least 20 whites and more than 40 blacks are killed.

1791: Haiti slave revolt

Former slave Toussaint L'Ouverture leads a slave revolt in Haiti, West Indies. He is

captured in 1802, but the revolt continues and Haitian independence is declared in 1804. Southerners are terrified by these events as they discourage the importation of slaves into the United States.

1800: Gabriel Prosser's rebellion

In the spring of 1800, Prosser, a deeply religious man, begins plotting an invasion of Richmond, Virginia and an attack on its armory. By summer he has enlisted more than 1,000 slaves and collected an armory of weapons, organizing the first large-scale slave revolt in the U.S. On the day of the revolt, the bridges leading to Richmond are destroyed in a flood and Prosser is betrayed. The state militia attacks and Prosser and 35 of his men are hanged.

1811: Louisiana revolt

Louisiana slaves revolt in two parishes near New Orleans. Charles Dupree leads the revolt. It is suppressed by U.S. troops.

1816: Fort Blount revolt

Three hundred slaves and about 20 Native American allies hold Fort Blount on Apalachicola Bay, Florida for several days before being attacked by U.S. troops.

1822: Denmark Vesey's revolt

A freed man, Vesey wins a lottery and purchased his freedom in 1800. He works as a carpenter in Charleston, South Carolina and he is a minister. He plans a massive slave rebellion—one of the most elaborate plots in American history—involving thousands of slaves. Vesey is betrayed and hanged along with others involved in the plot.

1831: Nat Turner's revolt

Nat Turner plans a slave revolt in Southampton County, Virginia, the only effective, sustained slave rebellion in U.S. history. Turner, who believed he received a sign from heaven, decided to ride to Jerusalem, Virginia.

Along the way he and his band kill sixty whites before he and his followers are captured and hanged.

1831–1862: The Underground Railroad

Approximately 75,000 slaves escape to the North and Canada and to freedom via the Underground Railroad, a system in which free African American and white “conductors,” abolitionists and sympathizers help guide and shelter the escapees.

1838: Frederick Douglass escapes

Frederick Douglass escapes from slavery on the eastern shore in Maryland’s Talbot County on the Tuckahoe River. He later published his autobiography, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, and became a leading abolitionist.

1839: The Amistad Mutiny

Led by a West African named Cinque, slaves transported aboard the Spanish ship *Amistad* stage a mutiny, killing the entire crew except for the captain and first mate and demanding to be sailed back to Africa. The mutiny occurred after they leave the port in Cuba. In the daytime, the captain sailed east toward the sun but at night changed course. A United States naval officer and his first mate capture the ship and haul it into New York. The freedom fighters eventually won their freedom in a landmark United States Supreme Court case in which former president and then Secretary of State, John Quincy Adams and lawyer Roger Baldwin defended the 40 Africans. See *US v. Amistad* (1840).

1841: Creole revolt

Slaves revolt on the *Creole*, a slave trading ship sailing from Virginia to Louisiana. The rebels overpower the crew and successfully sail to the Bahamas where they are granted asylum and freedom.

1849: Harriet Tubman escapes

Harriet Tubman escapes from slavery in Maryland. She becomes one of the best-known “conductors” on the Underground Railroad, returning to the South 19 times and helping more than 300 slaves escape to freedom.

1859: Harper’s Ferry Attack

Led by abolitionist John Brown, a group of slaves and White abolitionists stage an attack on Harper’s Ferry, Virginia. They capture the federal armory and arsenal before local militia halts the insurrection. Brown and the other captives are tried and executed. The raid hastens the advent of the Civil War, which starts two years later.

RESOURCE:

PBS Website: Nat Turner: A Troublesome Property – Slave Rebellions: A Timeline

(Used by Permission)

http://www.pbs.org/independentlens/natturmer/slave_rebellions.html

ACTIVITY WORKSHEET 5B

SLAVERY RESISTANCE, REBELLION AND ESCAPE

The Best-Known Black Women in the U.S. Ellen Craft (1826-1891)

Read this information and then answer the questions below about a woman who changed her community.

1. In 1826 Ellen was born in Georgia to an enslaved woman and her White master. White plantation owners used language to keep slaves *"in their place."* Ellen became a "house wench" who was called "nigger" in her master's house where she lived. His wife was *"incessantly cruel"* to her.
2. In 1848-50 Ellen, though illiterate, displayed superb courage, intelligence and integrity as she cleverly disguised herself as a White boy traveling with her brown-skin male servant, William Craft, a carpenter. Their escape plan worked because Ellen, being what some people called a *"light-skin mulatto,"* was able pass for a White person. Ellen and William married and settled in Boston, Massachusetts.
3. By 1850 they traveled to England to escape The Fugitive Slave Law. As passionate members of the antislavery movement, they became leaders, speaking about their lives as slaves and the need for support of the abolitionist movement.
4. From 1850-69 the Crafts lived and worked in England where Ellen attended a school and later taught there.
5. In 1870 they returned to the US and leased a southern plantation. The Ku Klux Klan burned it.
6. From 1872-78 they bought Woodville, a plantation that she managed near Savannah, Georgia. There, she started a school for children and women. The Blacks worked in the plantation fields four days a week and tended their own fields three days a week to feed themselves and earn money for their own use. Her husband traveled in the North to raise money for their school.
7. In 1891 Ellen Craft died and was buried, at her request, on their plantation, Woodville.

REFERENCE:— *Black Foremothers: Three Lives*, Dorothy Sterling, Feminist Press, City University, N.Y., 1988

AFTER READING THESE ITEMS, ANSWER THESE QUESTIONS ON THE BACK OF THIS PAGE.

Support your answer using examples from the passage.

1. Why was Ellen Craft inspirational?
2. Explain the Craft's escape plan and its success or lack of success.
3. Why did Ellen and William Craft go to England?
4. How was plantation life at Woodville different than life under a slave master?
5. Why do you think Woodville was important to Ellen Craft?

ACTIVITY WORKSHEET 5C

SLAVERY RESISTANCE, REBELLION AND ESCAPE

CONSIDER THESE SNAPSHOTS OF PEOPLE WHO FOUGHT AGAINST INJUSTICE:

1. A kidnapped African slave, **Olaudah Equiano** was born in 1745 in Nigeria; he died on April 31, 1797. In 1787 he published the first autobiography of an African slave—*The Interesting Narrative of the Life of Olaudah Equiano*, written by himself. Equiano was snatched from his family and friends, land and country, culture and language. As a child he likely felt fear, anger and outrage about the abuse and suffering, agony and brutality inflicted by terrorists—slave catchers and ship captains. His story, “*history*,” bore witness to one of the most inhumane practices -- the US participation in the importing and selling of African people. He is known for writing about his experience. The impact of the feelings he expressed when he took action through his writing give us a vivid picture today of what it felt like to be trapped in the horrible outcomes of the Transatlantic Slave Trade.

2. **Ida Bell Wells Barnett** (born July 16, 1862, died, March 25, 1931.) Wells witnessed the painful reality of the racial discrimination she experienced as a Black woman. She possibly had feelings of rejection and disgrace from being fired from her teaching job. She likely thought to seek justice. She took bold actions. In 1891, Barnett wrote an editorial accusing the Memphis, Tennessee school board of providing inadequate resources.

She was forced from a train for refusing to follow the Jim Crow law which mandated that she sit in the railroad car designated for Colored people. Barnett filed a lawsuit against the railroad company and won. Barnett coped with the abuses of White people who were violating the civil rights of African Americans and inflicting violence on them. As a journalist she edited and published her own newspapers. She was outraged to see the LYNCHING of three Black businessmen. She became a tenacious campaigner against lynching of Black men and women. Wells-Barnett helped start the National Association for the Advancement of Colored people in 1909. Her actions included being willing to go to court for what she believed in and writing to expose injustices.

3. **Rosa Parks** (born February 4, 1913, died October 24, 2005). Rosa Parks was the daughter of a rural schoolteacher who one day, when she grew up, decided to protest against the unjust practices in the city where she lived, Montgomery, Alabama. She must have felt afraid of the consequences of what would happen to her when she decided to break an unfair law. She refused to give up her seat to a white passenger. But her courage caused others to join in a city-wide boycott against the bus company that made Black citizens sit in the back of the bus behind White people. Rather than move her seat to let a White person sit down, she went to jail for what she believed. This act, on December 1, 1955, by a quiet, dignified woman not only changed Montgomery, it caused others to examine their hearts and begin to work toward ending segregation in public facilities in every city in the nation.

DIRECTIONS: WRITE AN ESSAY

After reading these passages, write an essay about the power that lies within ordinary people to change the world around them and make a difference. Use the state writing rubric as a guide.

ACTIVITY WORKSHEET 5D

SLAVERY RESISTANCE, REBELLION AND ESCAPE

Read the passage below silently and then with a small group. In your group, respond to the questions. Be prepared to share your group's key thoughts with the entire class. Then make a journal entry.

CONSIDER VIEWING THE TRANSATLANTIC SLAVE TRADE USING CHARACTER AND CULTURE

Let's look at two important words as we start this discussion:

1. **Epistemology:** Levels of understanding--making sense of our reality.
2. **Character:** Who you are when no one is looking. It manifests like a circle:

- (A) Feelings of a person may cause thoughts
- (B) Thoughts may cause actions
- (C) Actions may cause behavior.

One path to understanding human behavior begins with observing the distinctive character traits and the reputation or behaviors people develop over time. We can know and understand Individual or group behavior by what people and groups value. We do this by recognizing how they spend their time and by what they do. It's about actions.

In studying the Transatlantic Enslave Trade times, we learn about abolitionists, both Black and White people who participated in activist actions to fight for civil rights and justice for slaves. We learn about people during that time period, mostly White, who owned other persons and had the power to hurt and terrorize others by kidnapping them, placing people in foreign lands, and forcing them to remain in a captive state. Often, it is not until we examine the feeling and the emotions of the victims that we push for change. Something must happen to cause people to rebel or resist oppression, abuse and terrorism.

Terrorists exhibit character traits and inhumane actions that are used to abuse or to control other humans for the terrorists' own selfish monetary gains. Thoughts and decisions were made to exploit, to buy, and to sell people as if they were a valued pencil—a thing of value to be used until it is useless. These actions were possible due to the slave masters and ship captains' feelings of greed, jealousy, insecurity, and egocentricity. These actions are examples of how White privilege and White entitlement were manifested in the past.

To better know people, we examine character traits and points of views in light of:

1. the realities witnessed	3. the decisions made
2. the feelings endured	4. the actions taken

What causes changes in unjust situations? Does it always take violence and war to make a change in a culture? There are many forms of resistance and rebellion that we can study. Why was the non-violent method used during the Civil Rights Movement of the 1960s effective, whereas, it took a war to free the enslaved Africans? As we look around in our society, there are many things that need to change. In order to change conditions, consider how the four items listed above work to produce a change in people's feelings, thoughts, and actions.

DISCUSS THESE QUESTIONS IN SMALL GROUPS AND THEN WRITE A JOURNAL RESPONSE ABOUT HOW THIS DISCUSSION MAKES YOU FEEL.

1. What is your reaction to the passage written above?
2. What should be the victims' response to abuse or terrorism?
3. Should resistances and rebellions be an anticipated response to abuse, terrorism, and injustice?
4. What is the most peaceful way to motivate others to change?