

**Grade 7**

**Social Sciences – History**

**Term 2 - Week 4 Memorandum**

**Activity**

Look at the map (Source B) on page 129 and answer the questions.

1. Why do you think the Trans-Atlantic slave trade is sometimes called the 'Triangular trade'?  
*The trade process formed a triangle across the Atlantic Ocean; slaves traders came from Great Britain to West Africa, slaves were transported to America to be sold, and then the raw materials from the plantations where the slaves worked were sold to Great Britain.*
2. From which part of Africa were slaves taken?  
*West Africa.*
3. What products were taken from North America to Britain?  
*Sugar, cotton and tobacco.*
4. What products were taken from Britain to West Africa to trade for slaves?  
*Metal goods, cloth, guns and alcohol.*

**Unit 1 – West Africa before the European slave trade (Page 130)**

**Activity**

1. How did West African farmers provide food for their families?  
*Farmers grew food to feed themselves and their families. If there was food left over, they traded it for other goods they needed.*
2. What would farmers do if they needed extra workers?  
*They would sometimes exchange some of their grain for a child from a poor family. The child would then work for the family that bought him or her.*
3. What did poor people sometimes do in order to get food and shelter?  
*Sometimes very poor people would voluntarily become slaves in exchange for food and shelter.*
4. How was the slavery in West Africa different to the kind of slavery that developed as a result of the European Trans-Atlantic slave trade?  
*In West Africa slavery was only practiced on a small scale. The slaves were usually people who:*
  - *Were captured in battle*
  - *Were criminals*
  - *Had been chased away by other local societies*
  - *Were bought to perform unskilled work or domestic labour*
  - *Might become part of the families of slave owners*
  - *Might later become soldiers*
5. When did West African slavery start to change?  
*It changed at the beginning of the 7<sup>th</sup> century.*
6. What did kings like Mansa Musa do with regard to slaves?  
*Later African kings like Mansa Musa raided their weaker neighbours and sold their captives as slaves.*
7. How many slaves were exchanged for one Arabian horse?  
*Fifteen or twenty slaves were exchanged for one Arabian horse.*

**Grade 7**

**Social Sciences – History**

**Term 2 - Week 5 Memorandum**



**Sub-topic 3**

**Unit 1 – Slavery in the American South (Page 132 – 135)**

**Activity**

1. Match the word in Column A with the meaning in Column B. Write the word and its meaning in your book.

<b>Column A</b>	<b>Column B</b>
a) Voyage	<i>Journey or travel. Having the ability to fight off an infectious disease.</i>
b) Conquest	<i>Something taken over by using force.</i>
c) Colonise	<i>To take over and control a country or piece of land.</i>
d) Immunity	<i>Having the ability to fight off an infectious disease.</i>
e) Indigenous people	<i>The local inhabitants or people who originally lived in the country.</i>
f) Plantation	<i>A big farm where crops are grown on a large scale.</i>
g) Cash crops	<i>Crops like tobacco, rice, sugar cane and cotton are sold for money.</i>

2. What was one of the places the British government set up colonies?  
*The east coast of what is today the United States of America.*
3. What were these first colonies know as?  
*They were referred to as the 'Thirteen Colonies.'*
4. How did the British people colonise the indigenous people?  
*Indigenous Americans lived in North America long before the British arrived. The British used force and violence to conquer and colonise their land. They used powerful weapons to kill the people who resisted them.*
5. What happened to them as a result of not having immunity?  
*Many of them died from the diseases.*
6. How did this influence slavery?  
*The colonisers did not have enough people to work for them and so they started to import slaves from West Africa to work for them.*
7. In what year were the colonies granted their freedom from Britain?  
*1783*
8. Why was this Declaration of Independence misleading?  
*Not everyone had the same rights. Men who had a good income were allowed to vote but slaves, women, and men who did not own land or a house could not vote.*
9. What does 'Hypocrisy' mean?  
*Hypocrisy is when you pretend to have beliefs that you don't really have.*
10. Why were slaves bought by the wealthy farmers?  
*Slaves were bought to do all the hard work on plantations.*

11. What is meant by a 'slave state'?  
*A state in America where slavery was legal.*
12. What is meant by a 'free state'?  
*A state in America where slavery was either prohibited or abolished over time.*
13. How did the work of slaves differ in the northern parts and southern parts of America?  
*In the south, most slaves worked on plantations.  
In the north, most slaves worked in people's homes or businesses.*
14. When was slavery eventually abolished in all the states?  
*It was abolished in all states in 1865.*

### **Activity**

1. What is meant by 'chattel slavery'?  
*Chattel slaves could be bought and sold just like cattle. (from which the word chattel comes from.)*
2. How were these slaves treated?
  - *They were treated as a piece of property that belonged to their owner.*
  - *They were not treated like human beings.*
  - *They were treated with extreme brutality.*
  - *They were slaves for life and their children became slaves too.*
  - *They were forced to work for their owner.*
  - *They did not receive wages.*
  - *They had no rights.*
  - *They were not allowed to learn to read or write.*
3. Name 3 ways the slaves were captured and sold.
  - *European slave traders would kidnap people from their homes*
  - *West African chiefs sold them to slave traders*
  - *Africans were often kidnapped by fellow Africans.*
4. What were the captives exchanged for?  
*Guns, whiskey, cloth and metal goods such as knives and basins.*
5. Where were the captives kept before they were sold?  
*They were kept at barracoons which was a slave warehouse where slaves were kept temporarily.*
6. What happened to these slaves next?  
*Once they had been sold to slave traders, they were branded with a red-hot iron which marked which particular European company had bought them.*
7. What happened to the slaves once they reached America?  
*They were then sold at slave markets.*
8. The actual number of slaves traded over the years will never be known. What do Historians estimate the number to be?  
*Historians estimate the number to be about 12 million people.*
9. Once the cash crops were harvested and sent to Europe, they were made into products in factories. What products did the following items become?
  - *Cotton was woven into material which was made into clothes.*
  - *Sugar cane was turned into sugar to sweeten foods and drinks.*
  - *Tobacco was made into pipe tobacco and chewing tobacco.*

## Grade 7

### Social Sciences – History

#### Term 2 - Week 6 Memorandum

##### Sub-topic 4

##### Unit 1 – The impact of the Trans-Atlantic slave trade on slaves (Page 140 – 149)

##### Activity

Read page 140 – 144 and answer the following questions.

1. Give three examples of how slaves were treated as possessions.
  - *Worked very long hours with no pay.*
  - *They were often beaten and punished*
  - *They were not allowed to leave the plantation without permission.*
  - *They were rented out to other farmers.*
  - *They were used as prizes in lotteries.*
  - *They could be won or lost in card games or horse races.*
  - *Slave owners changed their names.*
  - *Some were forced to go to church.*
2. Use the text and sources A,B and C to motivate how slaves might have felt about:  
(Own answers – possible answer below )
  - a) *Being given a new name – loss of own identity/ just a possession.*
  - b) *Not being able to have a family life – very lonely and not even able to experience family life to make things more bearable.*
  - c) *Having to work all day for no pay – not being able to buy anything for themselves or family.*
3. Write down some of the things slaves might have done to show how they hated slavery.  
*They might have rebelled in some way. Suicide rate may have been high.*  
*They could have tried to escape.*
4. What were the songs called that the slaves created?  
*Spirituals*
5. The songs had a double message. What does this mean?  
*The words contained Christian ideas as well the hardship of slave life.*
6. What is meant by the abolitionist movement?  
*A group of people who wanted to end slavery.*
7. How did the movement get support?  
*Black and white abolitionists told stories of runaways slaves as a way to get support for their movement.*
8. Read Source E and write down three things that made the early life of this slave so unhappy.
  - *He never knew who his father was but it most probably was his slave master.*
  - *He never saw her mother during the day.*
  - *His mother died when she was 7 years old.*
  - *He was not allowed to see her mother when she was ill, at her death or her burial.*
  - *He never knew his age.*
9. Why do you think stories like Source E could be used to gain support for the abolitionist movement?  
*Source E shows the cruelty of slavery from a personal perspective.*

10. Name 6 ways in which slaves resisted slavery. (Any 6 of the following)

- *They worked slowly.*
- *They were passive and did not show initiative.*
- *They were indifferent and did not show emotion.*
- *They deliberately disobeyed orders to frustrate their owners.*
- *They got drunk often.*
- *They committed suicide.*
- *They murdered their owners.*
- *They deliberately broke tools*
- *They set fire to crops and houses.*
- *They pretended to be sick.*
- *They stole food from the kitchen.*
- *They were cheeky and answered back.*
- *They hurt themselves on purpose.*
- *They ran away*

11. Do you think that this resistance was the correct way to show their resistance? Give reasons for your answers.

*Own answer*

12. Give three reasons why they did not rebel against slavery.

- *Slave owners and their families and white communities outnumbered slaves in most places.*
- *Slave owners owned guns.*
- *Slave owners could ask the government to use its powers to stop rebellions.*

### **Activity**

A **revolt** is an organised armed resistance to authority; a conflict in which one group tries to gain control from another.

Read about Nat Turner's revolt in 1831 (Page 144).  
Briefly summarise what you have read on this page.

*Turner was a slave that could read and write and claimed to be guided by religious visions. He led a group of slaves in a series of attacks in Virginia. They killed about 60 people in two days. Soldiers went after the rebels and they were caught. They were put on trial and sentenced to death. The rebellion made the slave owners panic and many slaves were punished or killed by slave owners.*

## Grade 7

### Social Sciences – History

#### Term 2 - Week 7 Memorandum

#### Sub-topic 4

#### Unit 1 continued (Page 145 – 149)

#### Activity 1

Read page 146 to 149 and answer the questions

1. What was the Underground Railroad?  
*It was an informal network of secret routes and safe houses used by escaping slaves.*
2. Why were railroading terms used?  
*The people involved used railway terms so that they would not be found out.*
3. What did the following terms refer to?
  - a) Station – *the homes and businesses where fugitives would rest and eat were called stations.*
  - b) Station masters – *these are the people who would run the 'stations'.*
  - c) Conductors – *were responsible for moving fugitives from one station to the next.*
4. What was the safest time for slaves to travel?  
*They would travel at night.*
5. What would the slaves do during the day?  
*They would stop and rest during the day.*
6. How did Harriet Tubman escape to freedom?  
*She ran away from the plantation in the middle of the night and followed the North Star to Pennsylvania.*
7. What happened to Harriet Tubman at the age of twelve?  
*While working in the fields, she was hit on the head with a piece of iron.*
8. Why was Harriet Tubman so well known among slaves and slave owners?  
*She helped many other slaves gain their freedom and was involved with the abolitionist movement.*
9. What is an abolitionist?  
*Someone who fought to end slavery.*
10. Why was John Brown famous?  
*He encouraged slaves to rebel against their owners and his actions led to the American Civil War.*
11. What happened in the American Civil war concerning slavery?  
*The American Civil war was between the northern and southern states. The North won the war and slavery was ended in the South.*

#### Activity 2

Copy the table below in your book and complete the activity.

- a) Refer to Sources F to L found on pages 144 to 149. In the first column of the table, fill in what **type of source** each one is e.g. photo, letter, poster etc.
- b) In the second column of the table, classify the source by saying if the **point of view** is from the slave or slave owner.

	<b>Type of source</b>	<b>Point of view</b>
Source F	<i>Picture / visual</i>	<i>Slave owner</i>
Source G	<i>Picture / visual</i>	<i>Slaves</i>
Source H	<i>Picture/ visual</i>	<i>Slaves</i>
Source I	<i>Written</i>	<i>Slaves</i>
Source J	<i>Oral quote</i>	<i>Slaves</i>
Source K	<i>Poster / visual</i>	<i>Slave owner</i>
Source L	<i>Oral/ song</i>	<i>Slaves</i>