

## Pre-reading | Building the Underground Railroad Tour

In preparation for the Building the Underground Railroad Tour, we recommend including one or more of the following resources in your instruction. We also recommend teaching the provided vocabulary.

### **The Atlantic Slave Trade: What Too Few Textbooks Told You | TedEd Video : Hazard, A. (2014)**

[https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg)

This 5 min 38 sec video overviews the Atlantic Slave Trade. Many big ideas are presented in a short time span, so we recommend pausing the video as needed to monitor comprehension. The following prompts are answered in the video.

1. Why did the Atlantic Slave Trade begin and why did it grow?
2. How did slavery change over time?
3. Describe the experiences of the enslaved.
4. What was the relationship between race and slavery?
5. How did the Atlantic Slave Trade impact Africa?

### **The Middle Passage | The Stanford History Education Group: Reading Like a Historian**

<https://sheg.stanford.edu/history-lessons/middle-passage>

*More than 12.5 million people were taken from Africa in the four centuries of the Atlantic slave trade. The transport of African slaves formed one leg of the Triangular Trade, an economic system that drastically altered the societies of four continents. The sheer scale of the trade can obscure the experiences of individuals. In this lesson, students consider individual experiences of the Middle Passage by exploring a textbook account and four primary sources.*

### **The Worth of a Slave | New Jersey State Bar Association**

<https://njsbf.org/wp-content/uploads/2020/10/The-Worth-of-a-Slave-Lesson-Plan-Grades-6%E2%80%93938.pdf>

This three-part lesson explores chattel slavery, race, and the relationship between slavery and the U.S. economy. These lessons would provide prior knowledge for social and economic concepts addressed during the tour.

*Essential Question: What is chattel slavery and how did it dehumanize Black people? What was the relationship between chattel slavery and economics in the U.S.?*

*Objectives: Students will: → Explain the difference between slavery and chattel slavery. → Create a graph showing the growth of chattel slavery in the U.S. between 1790 and 1860. →*

*Investigate the economics of slavery, specifically the relationship between slavery and the cotton industry. → Analyze primary documents on slave auctions and the commodifying of Black people. → Discuss and reflect on the dehumanization required for the practice of chattel slavery.*

Note: The PBS documentary clip *The Cotton Economy and Slavery* is available at <https://www.pbs.org/video/african-americans-many-rivers-cross-cotton-economy-and-slavery/>. The site provided in the materials is inactive.

### Teaching Hard History: American Slavery | Learning for Justice: Classroom Videos

<https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/classroom-videos>

The various videos on this site provide the teacher with options to specialize learning. Text dependent and discussion questions are included.

*These classroom-ready films align with Teaching Hard History: A Framework for Teaching American Slavery and the resources that support that framework. In these short, streaming films, historians and scholars explore the undertaught history of African and Indigenous enslavement, explain critical concepts, and share recovered narratives that can help students better understand the individual and collective impact—and the damaging legacy—of hundreds of years of American slavery.*

### Vocabulary | Building the Underground Railroad Tour

**Abolitionists** – Historically: a person who favored the abolition, or end, of the institution of slavery. Today: a person who favors the abolition of any law or practice deemed harmful to society. Abolitionists are **anti-slavery**.

**Allies** – people or nations united by a common cause that support one another

**Atlantic Slave Trade** – or **transatlantic slave trade**, involved the transportation by slave traders of various enslaved African people, mainly to the Americas. The slave trade regularly used the triangular trade route and its Middle Passage and existed from the 16th to the 19th centuries.

**Chattel**- portable personal property. **Chattel slavery** equated human beings with livestock, furniture, and any other portable personal property. Chattel could be inherited, sold, or transferred without permission.

**Conductors** - Underground Railroad conductors were free individuals who helped freedom seekers traveling along the Underground Railroad. Conductors helped freedom seekers by providing them with safe passage to and from stations. If a conductor was caught helping free the enslaved, they would be fined, imprisoned, branded, or even hanged.

**Cooperation** - working or acting together for a common purpose or benefit

**Courage** - ability to do something that you know is difficult or dangerous.

**Economics** - the study of how society uses its limited resources. Economics is a social science that deals with the production, distribution, and consumption of goods and services

**Enslaved Person** - This term is used in place of *slave*. It more accurately describes someone who was forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

*Enslaved person* emphasizes the person. *Slave* emphasizes the condition forced upon them. The term *enslaved person* focuses attention on the person while also recognizing that the person was forcibly placed into the condition of slavery by another person or group.

**Forced migration** – the movement of people made to leave a place due to forces outside of their control.

**Freedom seeker** – an enslaved person who takes action to obtain freedom from slavery.

The term *freedom seeker* is favored over the *fugitive*, *runaway*, and *escapee*. These labels were created by slave-holding society and some white abolitionists and portrayed freedom seekers as illegal and law breakers. Such labels also belittled African American efforts toward freedom, making African Americans appear incapable of strategic planning and heroics.

**Geography** - the study of places and the relationships between people and their environments

**Internal Slave Trade** – after the Atlantic slave trade was abolished in the U.S. in 1808, slave owners in the upper south found it profitable to sell slaves to new plantations in the lower south. This **domestic slave trade** relocated slaves across the south using land and water routes.

**Middle Passage** - the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas

**Modern slavery** - refers to situations of exploitation in which a person cannot refuse or leave because of threats, violence, coercion, deception, or abuse of power.

**Perseverance** - continued effort to do or achieve something, even when this is difficult or takes a long time

**Plantations** - The difference between Farm and Plantation is that a farm is a relatively smaller piece of land that is used to grow either commercial crops or food for the farmer's family, and livestock is typically kept. A plantation is a large farm used only for producing commercial crops. Unlike farms, on which a variety of crops can be grown, a plantation generally grows only one crop. This crop is then sold in the market for monetary gains. A plantation may also include housing for the owner and labor working there.

**Slavery** – a condition in which a person is owned by another person.

**Underground** – secret, not operating in the open