



## TRIANGULAR TRADE



### Grade 5 United States History and Geography

---

#### I. Standards Assessed

##### History-Social Science Content Standards

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- (5) Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system. . . .
- (6) Describe the introduction of slavery into America, the responses of slave families to their condition. . . .

##### History-Social Science Analysis Skill Standards

###### *Chronological and Spatial Thinking*

- (4) Students use map and globe skills to determine the absolute location of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- (5) Students judge the significance of the relative location of a place (e.g., proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.

###### *Research, Evidence, and Point-of-View*

- (1) Students differentiate between primary and secondary sources.
- (2) Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

*Historical Interpretation*

- (1) Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- (3) Students identify and interpret the multiple causes and effects of historical events.
- (4) Students conduct cost-benefit analyses of historical and current events.

**English-Language Arts Content Standards***Reading*

- 1.2 Use word origins to determine the meaning of unknown words.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

*Writing*

- 2.3 Write research reports about important ideas, issues, or events.

*Speaking*

- 2.2 Deliver informative presentations about an important idea, issue, or event....

**English-Language Development Standards (Level 4)***Listening and Speaking*

- (4) Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.

*Reading Fluency*

- (4) Use standard dictionary to find the meanings of unknown vocabulary.
- (6) Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- (8) Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.

*Reading Comprehension*

- (1) Describe main ideas and supporting details of a text.
- (2) Generate and respond to comprehension questions related to the text.

## II. Teacher Background Information

In the seventeenth and eighteenth centuries all major European powers had adopted a mercantile policy. The logic behind mercantilism was that a state must have a “favorable balance of trade” so that gold and silver would not flow out of the country to purchase needed manufactured goods or food from foreign countries. In order to limit its foreign imports, a state “should encourage manufacturers, through subsidies and monopolies if need be; it should develop and protect its own shipping; and it should make use of colonies as sources of raw materials and markets for its own finished goods.”<sup>1</sup> In essence mercantilism came to mean that colonies existed for the good of the mother country.

The Dutch used the turmoil in England during the Civil War (1642–1646) to make inroads in colonial trade. Once the war ended with Oliver Cromwell installed as Lord High Protector, the English sought to regain control over colonial trade and commerce. In 1651 Parliament adopted a Navigation Act requiring that all goods imported into England or the colonies must arrive in English ships. In addition the majority of the crew must be English. Colonists were considered Englishmen and colonial ships, English ships under the 1651 Act. When the Stuarts were restored to the English throne the new Parliament of Charles II adopted Cromwell’s mercantile policy.

Parliament in 1660 decreed that ships’ crews must be three-quarters English rather than a simple majority required in earlier legislation. The law also required that certain specified goods must be shipped only to England or the colonies. These “enumerated” goods were tobacco, cotton, indigo, sugar, and a few other items. Later rice, naval stores (pine tar and pitch to caulk seams of sailing ships), hemp for rope making, copper ores, and furs were added to the list of enumerated goods. In 1663 Parliament further required that all colonial goods had to be shipped directly to England. When goods arrived a duty or tax had to be paid before reshipment to another country. Ten years later Parliament passed another ordinance requiring that every colonial sea captain loading enumerated goods must provide a bond to guarantee that the ship would dock in England. If the ship was destined for another colony, the captain was to pay a bond, roughly equal to the duty paid in England, before the ship could sail. If the goods did not arrive at the designated port, the bond was forfeited and the ship could be seized.

In 1676 the English government sent Edward Randolph to Boston to check on the enforcement of the Navigation Acts. When Randolph returned to England he informed Parliament that Massachusetts officials insisted that under their charter “the legislative power is and abides in them solely to act and make laws.” Randolph was sent back to Boston as the king’s collector of customs; however, colonial merchants and shippers continued to ignore the Navigation Acts. In 1684 an English court decision annulled the Massachusetts charter and the government was placed in the hands of a special royal commission. In 1685, on the death of King Charles II, his brother James, Duke of York, became King James II. The new king sent Sir Edmond Andros as the royal governor of

---

<sup>1</sup> George Brown Tindall and David E. Shi, *America: A Narrative History*, 3<sup>rd</sup> edition (W. W. Norton, 1992), 141.

the newly declared Dominion of New England that ultimately included New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, and the Jerseys. The newly organized Dominion of New England was to guarantee the enforcement of the Navigation Acts.

Shortly after the Dominion of New England was established, King James II was overthrown in the Glorious Revolution and Parliament invited his Protestant daughter Mary and her husband the Dutch leader William, Duke of Orange, to the throne as joint monarchs. When news reached Boston that James II was no longer in power, Governor Andros was arrested and the former government was restored to power under the old charter.

During the reign of William and Mary the Navigation Acts were refined. Parliament enacted the Navigation Act of 1696 requiring colonial governors to enforce the Navigation Acts and permitted customs officials to use general search warrants called “writs of assistance.” The writs of assistance did not have to specify the place to be searched. Violators were now to be tried in Admiralty Courts rather than in a general court where juries were sympathetic to the accused. The monarchy also established the Board of Trade charged with investigating violations of the Navigation Acts. For the next quarter century the Board of Trade subjected the colonies to royal control and was rather vigorous in enforcing the Navigation Acts. By 1725 the Board of Trade was made up of political appointments based on patronage and became less interested in enforcing colonial trade restrictions. Britain had entered into a period of “salutary neglect.” Although the Navigation Acts remained on the books they were generally ignored.

Colonial entrepreneurs, especially in New England, built and operated ships involved in the trans-Atlantic trade. By the mid-seventeenth century shipyards had developed throughout coastal Massachusetts. By the end of the century the American colonies had become prime players in the commercial activity of the North Atlantic. The colonies carried on a legal trade with Britain and the British West Indies and often illegally with France, Spain, Portugal, and Holland.

American merchants sent fish, livestock, flour, and lumber to the British West Indies in return for sugar, molasses, indigo and other products including citrus fruits that could be sent to Britain in exchange for manufactured goods that were then carried back to the North American colonies. There were many variations of this “triangular trade.” Some of the trading routes formed a triangle when plotted on a map, thus the name “triangular trade.” One triangle began with colonial merchants transporting flour, meat, and other provisions to the West Indies where they traded these food supplies for sugar that would be carried to England and there exchanged for manufactured goods that they would bring back to the colonies. Another triangle took New England merchants first to the coast of Africa, where simple manufactured goods from America were exchanged for slaves. The slaves were then transported to the West Indies on the inhumane “Middle Passage” where they were traded for molasses. Molasses was used to make rum, typically in Rhode Island distilleries, and shipped to West Africa for more slaves to be sold in the West Indies or in the North American colonies.

The trade was more complicated than the name suggests. Many of the voyages involved trading at more than three ports while others were between only two ports. In some cases ships would not return home for a year or longer. “Triangular trade” permitted North American colonists to obtain needed English manufactured goods without spending hard currency that was in limited supply. The trade was extremely profitable. Some merchants traded directly with the French, Spanish, and Dutch. Although a violation of the Navigation Acts, this trade offered a greater profit. With a policy of salutary neglect, merchants were virtually free to do as they pleased. Occasionally bribing a custom’s office was all that was necessary to reap the rich rewards of this illegal trade.

Most of colonial traders on the eve of the American Revolution were involved in smuggling to avoid restrictions placed on trade by the Navigation Acts. In order to pay the huge war debt after the French and Indian War (Seven Years’ War) Parliament passed a series of measures to raise funds. Britain began a policy of enforcing the Navigation Acts moving away from the earlier policy of salutary neglect. Colonial merchants who had for years avoided the Navigation Acts considered these measures intolerable and protested, resulting in a confrontation with the Mother country.

### III. Materials Needed

- Large sheets of paper for constructing a floor map of the North Atlantic.
- Card stock paper for printing Product Cards and Chance Cards.
- Copies of a map of the Atlantic World with latitude and longitude.

#### Materials Provided in this Packet

<u>Transparency One</u>	English Trade Regulations
<u>Transparency Two</u>	Trade Activity Rules
<u>Student Handout One</u>	Trading Profiles for: <ul style="list-style-type: none"> <li>Group 1 New England Colonies</li> <li>Group 2 Middle Colonies</li> <li>Group 3 Southern Colonies</li> <li>Group 4 West Indian Colonies</li> <li>Group 5 England</li> </ul>
<u>Student Handout Two</u>	Unlawful Trade
<u>Document One</u>	Excerpts from: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>
<u>Document Two</u>	Profits from the Slave Trade
<u>Document Three</u>	Journal of a Slave Trader

**Materials Provided in this Packet (cont.)**Appendix One Chance CardsAppendix Two Mileage Between Trading PortsAppendix Three Diagrams of a Slave Ship**Vocabulary**

Before beginning the lesson, develop a vocabulary activity to insure that students understand the meaning and context of words that will be used in this lesson. Review the lesson and add additional words as appropriate for your class.

<i>abolitionist</i>	a person who worked to end slavery and the slave trade
<i>admiralty courts</i>	special courts that were set up by the British to enforce the Navigation Acts
<i>bond</i>	money that must be put up in advance as a guarantee
<i>customs officers</i>	officials who collected duties or taxes on trading goods
<i>duty</i>	a tax paid on goods brought into a country
<i>export</i>	a product grown or manufactured in one country and sold to another country
<i>import</i>	a product brought into a country for sale
<i>indigo</i>	a blue dye obtained from plants
<i>manufactured goods</i>	products made from raw materials by hand or machinery
<i>mercantilism</i>	an economic system to increase the wealth of a nation by strict trade laws or regulations

*Middle Passage* the Atlantic slave trade

<i>molasses</i>	a thick syrup separated from sugar cane in the making of sugar
<i>naval stores</i>	tar obtained from pine trees and used to caulk seams of wooden ships to prevent leaks and timber used in building wooden sailing ships
<i>smuggle</i>	to illegally take goods into or out of a country in order to avoid paying a duty
<i>writs of assistance</i>	special search warrants issued by the British government that allowed officials to search for smuggled goods without restrictions



#### IV. Lesson Activities

1. Before beginning the lesson have students complete a homework assignment in which they list ten items they have in their rooms at home. These could include clothing, games, toys, furniture, or decorative items. Next to each item on the list ask students to write the name of the country where the item was made. If they are unable to determine the place of origin, write “unknown” next to the item.

On the following day compile a class list of items and their place of origin. Where were most of the listed items made? Ask students why so many items that they have were made in other countries. Use this introduction to the lesson to explore the importance of trade in our world today. Students should be able to explain why countries trade with one another.

2. Using large sheets of paper have students construct an outline map of the North Atlantic from 60 degrees north latitude to the equator and place it on the floor in the center of the classroom. Students should include on the map the Atlantic coast of North America locating the port cities of Boston (Massachusetts), Newport (Rhode Island), New York City, Philadelphia (Pennsylvania), and Charleston (South Carolina); the English Caribbean cities of Kingston (Jamaica), Bridgetown (Barbados), Nassau (Bahamas), and the port of Bristol, England. As a review of latitude and longitude you may wish to only give students the latitude and longitude and have them determine the city and locate it on the map they have constructed.

##### Teacher Reference Latitude and Longitude

The coordinates given below include degrees and minutes. If students have not used minutes [60 minutes in a degree] in previous work with coordinates, round off the number to the nearest degree; for example, the coordinates for Boston would be given as 42N 71W.

Boston	42.22N 71.5W	Bridgetown	13.05N 59.30W
Charleston	32.46N 79.56W	Bristol	51.26N 02.35W
Newport	41.29N 71.19W	Kingston	18.00N 76.50W
New York	40.45N 74.0W	Nassau	25.05N 77.20W
Philadelphia	39.57N 75.10W		

Source: [http://www.mapsofworld.com/lat\\_long/index.html](http://www.mapsofworld.com/lat_long/index.html)

3. Introduce the lesson on Triangular Trade by reviewing the series of English laws that regulated trade. **Transparency One**, “English Trade Regulations,” and discuss the regulations with the class. You may wish to relate some of the information about the Navigation Acts in the **Teacher Background Information** (page 3). Ask students

why England wanted to regulate colonial trade and prohibit trade on foreign ships with foreign crews. Briefly discuss how this might work to the advantage of those American colonies that have a shipping industry.

4. Inform the class that they will be taking part in a trading activity. Project the “Trade Activity Rules” (**Transparency Two**) and review them with the class. Divide the class into five groups representing English colonies in different regions of North America and the Mother Country, England.

Group 1 — New England Colonies

Group 2 — Middle Colonies

Group 3 — Southern Colonies

Group 4 — English West Indian Colonies

Group 5 — England

#### Setting up the Trade Activity

- \* Duplicate “Product Cards” on card stock and give each group the appropriate cards. The cards should be cut to prepare for trading.
- \* Duplicate “Chance Cards” (**Appendix One**, pages 32–34) on card stock, cut, and place at three locations on the large floor map; one set in the mid-Atlantic, one off the Eastern Seaboard of the North American continent, and the third in the Caribbean.
- \* Act as Supreme Judge of the Admiralty Court to arbitrate disputes.
- \* Review the trade activity rules with the class.

5. Give each group a map of the Atlantic World and the appropriate “Trading Profile” (**Student Handout One**). The Trading Profile provides some background information about their region and includes a page of product cards that represent the products each region has to trade. Students should cut out the product cards.

The object of the trading activity is to exchange surplus goods for the goods a region needs. The region that makes the best trading deals benefiting their area wins. As each group plans to trade they will need to use the scale of miles on the Atlantic World map to determine the distance between trading ports. See **Appendix Two** (page 35) for the distance between trading ports in miles, kilometers, and nautical miles. You may wish to include a mathematics activity by having students convert miles, determined from the map scale, to either kilometers or nautical miles. With each completed trade, they should extend a strand of colored yard on the large floor map to show the route of their trading voyage. Provide some incentive, such as a small prize or treat, to the group that is able to make the best trades.



6. Debrief. Discuss what took place during the trading rounds. Ask students how the trade might differ if English colonists were permitted to trade directly with France, Spain, and Holland. Distribute **Student Handout Two**, “Unlawful Trade” to each group. As a class, discuss how the trade might differ if colonists disobeyed English trade laws. During discussion, pose questions such as:
  - What are the risks and consequences of illegal trading?
  - Would you be willing to take the risk?
  - What measures do you think the English Admiralty Courts would take to punish smugglers?

If time permits, in lieu of the class discussion on illegal trading, you may prefer to conduct a new round of trading. If so, you will need to assign students to represent France, Spain, and Holland during this trading round. Follow the same procedure, this time giving students the option of conducting both legal and illegal trade. The group representing England should try to enforce the trading laws but can only do so in one out of every six trades. Students representing the colonies should realize that there are consequences involved in conducting illegal trade but the profits from such trade might make the risk less daunting. Conclude with another debriefing session.

7. Tell the class that Triangular Trade also involved the slave trade. Refer to the large floor map that students constructed and point out the west coast of Africa. Locate the ports of Dakar, Senegal; Accra, Ghana; and, Ouidah, Benin. Tell students that England and the American colonies sent goods to West Africa in exchange for people who had been enslaved. **It is best not to include this human trade during the trading activity. The slave trade should not be introduced in a game-like setting.**

It is important for students to understand that slavery in Africa and much of the world at that time was the result of a defeat in a war and was not based on race. Caribbean and Southern planters wanted cheap labor to work their sugar cane, tobacco, and rice plantations. Ask the class to consider why planters were reluctant to continue using indentured servants. Refer students to earlier lessons on settlement in which indentured servants were introduced. Have students consider several factors:

- plantation owners would need to provide indentured servants with some land or goods after they completed their service
  - with improved living conditions in England it was more difficult to get people to go to the colonies as indentured servants
  - stories about terrible conditions that existed in the colonies caused fewer Germans to agree to come to the English colonies as indentured servants (specifically refer to the Gottlieb Mittleberger reading in “Pennsylvania Colony: The Holy Experiment”)
8. Set the stage for a discussion of the slave trade using the term “Middle Passage.” You may wish to use Tom Feeling’s *The Middle Passage* (see Suggested Readings, page 37) to help explain the term and the horrid conditions that existed on the voyage with a

human cargo.

9. Distribute **Document One**, excerpts from *The Interesting Narrative of the Life of Olaudah Equiano*. There are several sections to this primary source reading. Have students read one section at a time followed by a general class discussion of the events that are described in each of these selections. As students read the first section, project the diagram of a typical slave ship from the transparency master provided in **Appendix Three** (page 36).
10. After reading and discussing Olaudah Equiano's account of the Middle Passage and the slave auction in the West Indies, distribute **Document Two**, "Profits from the Slave Trade." Ask students what this document reveals about the Middle Passage and the profits that were made in the slave trade.
11. Read **Document Three**, excerpts from John Newton's *Journal of a Slave Trader*, to the class. Explain that John Newton was a slave trader for nine years (1745 to 1754). He returned to England and became a minister and an abolitionist. He is famous for writing the Christian hymn "Amazing Grace." Post the words of the first stanza of the hymn on the board.

Amazing grace! How sweet the sound  
That saved a wretch like me!  
I once was lost, but now am found;  
Was blind, but now I see.

Ask students what they think Newton was trying to say in the beginning of this hymn. You can find the lyrics of the entire hymn and an audio recording of the music at <http://www.cyberhymnal.org/htm/a/m/amazgrac.htm>. Briefly discuss how John Newton's experiences in the slave trade changed his life.

12. Have students assume that Olaudah Equiano and John Newton met one another in London in 1789 and write a short dialogue of the meeting. What would each person have to say about his different experiences on a slave ship, recalling that by this time Newton had become an abolitionist?

## English Trade Regulations

The English Parliament passed a number of laws at different periods of time to control trade. These laws were to make sure that England benefited from the trade.

1. All goods that were to be shipped to England or to the colonies had to be on English ships.
2. The majority of the crews on these ships had to be English. This was later changed to require that three-fourths of the crew had to be English.
3. Some goods from the colonies could be shipped to foreign countries. But, tobacco, cotton, indigo, sugar, rice, naval stores, and furs were not to be shipped to a foreign country.
4. Later, English law required that all goods that could lawfully be shipped to a foreign country had to first be unloaded in England and a duty paid before the goods could continue to the foreign country.
5. The captain of a colonial ship carrying goods to another English colony had to declare his destination and put up money as a bond equal to the duty that would be charged. This bond was to guarantee that the ship was taking goods to that port and no other place. Once the ship carried the goods to that port and returned home, the bond money would be returned. If the ship went to a foreign port, the captain would lose the money he put up as a bond and his ship could be taken by the government.
6. Governors of each of the colonies were to make sure that these acts were carried out. English customs officers could issue writs of assistance for ships and warehouses to make sure the laws were being obeyed. They did not need to say what place was to be searched or what they were looking for as usually required for search warrants. If a ship captain was arrested he could no longer be tried in a regular court with a jury of local people. He was to be brought to a special court before judges appointed by the King and Parliament.

### **Trade Activity Rules**

Each group is to negotiate the best trade possible in order to accomplish the goals indicated on their respective "Trade Profile", Student Handout 2.

Before trade can be conducted you must gain access to a trading ship. If your group does not have a ship available, you must obtain one from another group. It may be "purchased" with products you have to trade or "rented" at a price agreed upon by both parties.

Trade agreements may be negotiated in advance of the trade in order to insure that ships are as fully loaded as possible during each leg of the voyage. A ship may carry no more than six (6) products for trade at any one time.

In some cases you may wish to conduct a trading voyage to only one other port and return to your homeport. Or, you may wish to trade at multiple ports during one trade voyage. Trade routes need not form a triangle.

One member of each group is to keep a "Captain's Log" recording all items included on board a trading ship for each leg of the voyage.

You must draw a "chance card" during each leg of your voyage and follow the directions given on the card. If you draw a "free card", it may be saved and used to offset one of the other cards. Once used, the "free card" is returned to the deck.

A chance card may also require that you submit your Captain's Log to the Admiralty Court for review. If the entries on the log are correct you may proceed without penalty. If incorrect, the entire cargo is seized by Customs Officials on order of the Admiralty Court. All cargo taken by Customs Officials becomes the property of England. You may not use a "free card" to escape the seizure of goods by Customs Officials. If a chance card indicates that part of your cargo is lost at sea or paid as a bribe to pirates, those items are "lost" and taken off the board.

Any disputes are to be settled by the Supreme Judge of the Admiralty Court. The decision of the Judge is final.

## New England Colonies

### Massachusetts, New Hampshire, Rhode Island, and Connecticut

Farms in New England are not good for producing crops such as tobacco, sugar cane, or rice. Farms do produce some wheat, but barely enough to provide for the needs of the people in these colonies. You have a number of small ships used for fishing in the North Atlantic Ocean. You have more fish than your people need. Some fish is dried in the sun or salted to store.

You do have lumber for shipbuilding and have some very good ports from which to trade. There are a number of people employed in building ships and as sailors to work on these ocean-going ships. As a way of making money, you can make deals with other colonies to ship goods for them. Two of your important ports for trading are Boston (Massachusetts) and Newport (Rhode Island).

Rhode Island and some of the other New England colonies have established plants or distilleries where they make rum from molasses. Since you do not have molasses you have to get it from the islands in the West Indies. Before you can trade 1 unit of rum you must first acquire 2 units of molasses.

Your major items of trade are fish, whale oil, and lumber. You need to import some food supplies such as sugar, rice, and wheat. Of all the goods that you have to trade, you should make a better profit on rum provided you can obtain molasses.
























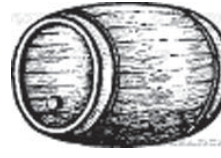




You must make a profit on the goods that you trade in order to import the goods that you need. One way you can pay for goods that you need to purchase is by using your ships to transport goods to other places for a profit. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Wheat and Grains (1)	Sugar (1)	Fine Furniture (1)
Books (2)	Silver (1)	Guns (1)
Gunpowder (1)	Citrus Fruit (2)	Tobacco (1)
Naval Stores (2)	Clothing (1)	Cattle (1)



### New England Product Cards

			
Dried Fish	Whale Oil	Lumber	Merchant Ship
			
Dried Fish	Whale Oil	Merchant Ship	Rum
			
Dried Fish	Whale Oil	Merchant Ship	Rum
			
Dried Fish	Lumber	Merchant Ship	Rum
			
Dried Fish	Lumber	Merchant Ship	Rum
			
Dried Fish	Lumber	Merchant Ship	Rum
			
Dried Fish	Lumber	Merchant Ship	Rum



## Middle Colonies

### New York, New Jersey, Pennsylvania, and Delaware





























Farms in the Middle Colonies produce large quantities of wheat and corn, much more than they can use. Some tobacco is grown in Delaware but not enough for export. You have some shipbuilding and can use your ships for trade. Two of your important ports for trading are Philadelphia (Pennsylvania) and New York City (New York).

You have a good trade with Native Americans for furs. You can use these furs for export. They usually bring a high price in England. People in other parts of Europe would be willing to pay even more for these furs than the English. Pennsylvania and New York have an ample supply of timber for shipbuilding. You also have plenty of wheat and grains and cattle for export. Sugar is an expensive item in England. If you can trade some of your products in the West Indies for sugar and then take it to England you can trade it for manufactured goods you need. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Sugar (1)	Fine Furniture (1)	Books (1)
Silver (1)	Guns (2)	Gunpowder (2)
Citrus Fruit (1)	Tobacco (1)	Tools (1)
Clothing (1)	Rum (1)	Whale Oil (1)

Middle Colonies Product Cards

 Wheat & Grains	 Lumber	 Cattle	 Furs
 Wheat & Grains	 Lumber	 Cattle	 Furs
 Wheat & Grains	 Lumber	 Cattle	 Furs
 Wheat & Grains	 Lumber	 Cattle	 Furs
 Wheat & Grains	 Lumber	 Cattle	 Furs
 Wheat & Grains	 Lumber	 Furs	 Merchant Ship
 Wheat & Grains	 Lumber	 Furs	 Merchant Ship

## Southern Colonies

### Maryland, Virginia, North Carolina, South Carolina, and Georgia

Tobacco is the major crop in most of the Southern colonies. Maryland has a fishing industry that can supply sea food for trade. North Carolina produces naval stores (pine tar and resin) needed for ship building. South Carolina produces large quantities of rice and some indigo, a blue dye obtained from plants, and some silk. Beaver and other furs are obtained from trade with Native Americans. You must rely on other colonies or England to ship most of your products. Your most important port cities are Charleston (South Carolina) and Savannah (Georgia).












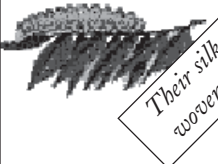
















Countries all over Europe want tobacco from your colonies and are willing to pay more than what you can get for your tobacco in England. You grow much more tobacco than you can sell in England so that the price has fallen to only one penny a pound. There are also high taxes on tobacco.

England wants all the indigo you produce for dyes in order to make clothing more attractive. The English also need naval stores (tar, resin, and other products from pine trees) needed in building ships. The New England colonies also need naval stores for their shipbuilding industry. Try to work out the best trade you can.

These are the items and quantities you need to import from other places:

Sugar (1)	Fine Furniture (1)	Books (1)
Silver (1)	Guns (2)	Gunpowder (2)
Tools (1)	Whale Oil (1)	Wheat and Grains (2)
Clothing (1)	Rum (2)	

# Southern Colonies Product Cards

 Tobacco	 Rice	 Naval Stores <i>Pine Products to Seal Ships</i>	 Furs
 Tobacco	 Rice	 Naval Stores <i>Pine products to seal ships</i>	 Furs
 Tobacco	 Rice	 Dried Fish	 Silk <i>Their silk is woven into cloth</i>
 Tobacco	 Rice	 Lumber	 Silk <i>Their silk is woven into cloth</i>
 Tobacco	 Naval Stores <i>Pine products to seal ships</i>	 Lumber	 Indigo <i>Dye for blue &amp; purple cloth</i>
 Tobacco	 Naval Stores <i>Pine products to seal ships</i>	 Lumber	 Indigo <i>Dye for blue &amp; purple cloth</i>
 Tobacco	 Naval Stores <i>Pine products to seal ships</i>	 Lumber	 Indigo <i>Dye for blue &amp; purple cloth</i>

## English West Indian Colonies

### Jamaica, Barbados, Bermuda, and other islands in the Caribbean Sea

The islands of the West Indies have large sugar cane plantations. The sugar cane is made into sugar. Sugar is expensive and in demand all over the world. During the process of making crystallized sugar, molasses, a dark brown syrup, is produced as a waste product. Molasses is sold for much less than the crystallized sugar. French, Spanish, and Dutch colonies in the West Indies also grow sugar cane. You want to make sure that the North American colonies purchase sugar and molasses from you and do not buy cheaper molasses from the French, Spanish, or Dutch. You need a large number of workers to plant and harvest the sugar cane. Very few of the native people have survived so there are not enough people willing to do this difficult work.

You also have a supply of citrus fruits. Citrus supplies the vitamins needed during long sea voyages.




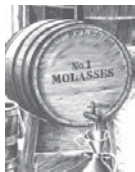






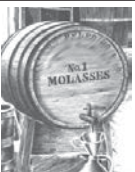
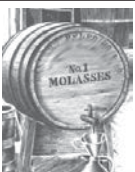




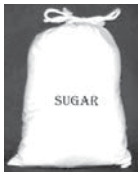




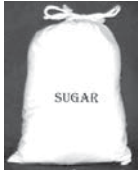
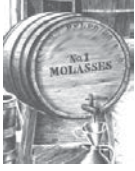
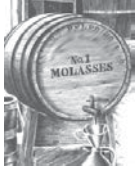
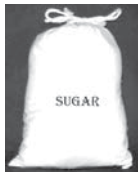



You have few ships to use in trade and must rely on the New England colonies or English to ship your trade goods. You have a number of port cities; the most important are Kingston (Jamaica), Bridgetown (Barbados), and Nassau (Bermuda). Try to work out the best trade deals you can.

These are the items and quantities you need to import from other places:

Fine Furniture (1)	Books (1)	Silver (1)
Guns (1)	Gunpowder (2)	Fish (1)
Whale Oil (1)	Wheat and Grain (2)	Rice (1)
Clothing (1)	Cattle (2)	Rum (1)



# English West Indies Colonies Product Cards

			
Citrus	Sugar	Molasses	Molasses
			
Citrus	Sugar	Molasses	Molasses
			
Citrus	Sugar	Molasses	Molasses
			
Citrus	Sugar	Molasses	Molasses
			
Sugar	Sugar	Molasses	Molasses
			
Sugar	Sugar	Molasses	Molasses
			
Sugar	Molasses	Molasses	Molasses



## England

You represent the merchants and traders of the Mother Country, England. You believe that your colonies exist for your benefit and should supply you with the products you need. You control most of the manufactured goods needed in the colonies.

England has a fleet of ships to carry on trade but needs naval stores to maintain the fleet and lumber to build more ships. Citrus fruits are also needed. Citrus supplies the vitamins needed during long sea voyages. You can make deals to ship products for your colonies.

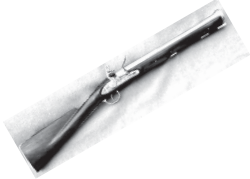
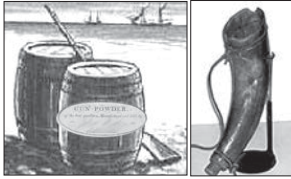


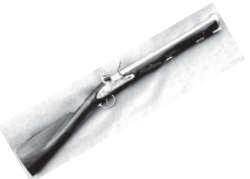

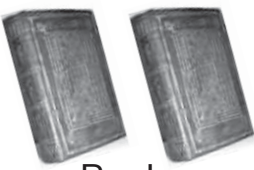

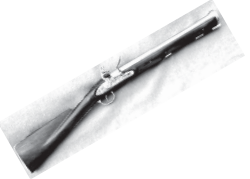

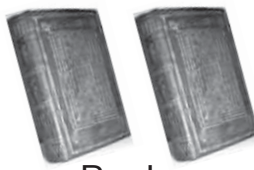





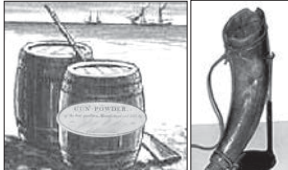



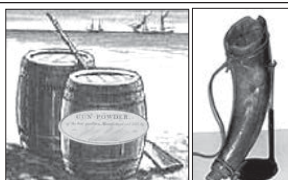

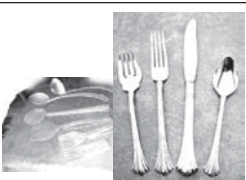

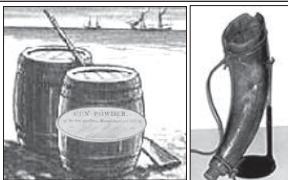



The goods you manufacture sell for higher prices than the products you import from your colonies. Your colonies are not permitted to trade with another country without your permission. But, as the Mother Country, you can trade with France for furs, Spain for citrus, and import lumber for ship-building from Eastern Europe. Parliament can pass laws controlling trade and has the power to place taxes on goods such as tobacco. You can charge duties on goods if it becomes necessary to bring in more money. Chance Cards that require a duty are paid to you.

In order to come out ahead you will need more products than any one of your colonies so you should try to make the best deals possible.

These are the items and quantities you need to import from your colonies:

Tobacco (2)	Indigo (2)	Silk (1)
Whale Oil (1)	Furs (2)	Lumber (2)
Naval Stores (3)	Sugar (3)	Wheat and Grains (1)
Rice (1)	Cattle (1)	

England Product Cards

			
Guns	Gunpowder	Tools	Merchant Ship
			
Guns	Clothing	Books	Merchant Ship
			
Guns	Clothing	Books	Merchant Ship
			
Guns	Furniture	Books	Merchant Ship
			
Gunpowder	Furniture	Silver	Merchant Ship
			
Gunpowder	Tools	Silver	Merchant Ship
			
Gunpowder	Tools	Merchant Ship	Merchant Ship

## Unlawful Trade

A colonial merchant might ask, "Why can't I trade with some other country?" An English merchant would probably respond, "Colonies exist for the good of the Mother Country."

If England needed something the colonies should supply these goods. If England did not need colonial goods they might let the colonies sell to other countries. But, first they must be sent to England where a tax would be collected. Once the tax was paid, the goods could be reloaded on the ship and sent to another country. This meant that the colonial merchants made less profit.

Some colonial merchants broke the law and sent their goods to European countries without first stopping in England. To stop this, the English Parliament required that merchants put down money equal to taxes that would be charged in England before they could ship goods anywhere. The money would be returned only after the ship came back and could prove that the goods were sent to England or to another English colony.

### Sugar and Molasses

Colonial merchants could make more money if they could buy cheaper sugar and molasses from French, Spanish, or Dutch colonies in the West Indies. Merchants in New England wanted to buy cheap molasses to make rum. They could then make a higher profit from the rum they would sell. A New England merchant would ask, "Why can't I buy molasses from Spanish, French, or Dutch colonies in the West Indies?"

### Manufactured Goods

The English colonies were not permitted to trade for manufactured goods in Europe. Some of these goods sold much cheaper than the same goods made in England. The English would permit colonists to buy some foreign manufactured goods but only if they were first shipped to England. In fact, England would sometimes buy manufactured goods in Europe and then sell them to the colonists at a profit. Colonists had to pay a high price for manufactured goods. A colonial merchant would ask, "Why can't I trade for weapons and other manufactured goods with France?"

**Tobacco**

The English monarchs continually raised taxes on tobacco so that they could get more money. This made it difficult to sell all the tobacco the Southern colonies grew. With such a large supply of tobacco the price in England fell to about one penny a pound by 1670. At this same time tobacco growers in the colonies could get more money for their tobacco if they could sell it to other countries. The Dutch were willing to pay much higher prices for American tobacco. A colonial tobacco merchant would ask, "Why can't I trade with the Dutch?"

**Indigo**

Indigo, a blue dye obtained from plants grown in the Southern colonies and some Caribbean islands, was in great demand in Europe. Clothing merchants were willing to pay high prices for this dye. England would not permit the colonies to sell indigo to foreign countries. The colonists knew they could make more money by illegally shipping it to other countries. A colonial merchant would ask, "Why can't I sell indigo to Spain or France?"

**If you were a colonial merchant, what would you do?**

## The Interesting Narrative of the Life of Olaudah Equiano

Olaudah Equiano was born in West Africa and sold into slavery to another village. He was later captured and sold to European slave dealers. His name was changed to Gustavus Vasa. Equiano was taken to the West Indies. He was later sold to a merchant who sent him up and down the coast of America selling goods. During this time he made some money for himself and saved it until he could buy his freedom. He wrote an autobiography, *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vasa, Written by Himself*, published in London in 1793. It became a best-seller in England and America. The following readings are taken from Equiano's autobiography.

### Reading 1

Equiano had been captured and sold to European slave traders. He was taken to the coast where he was loaded onto a slave ship.

#### [Primary Source]

The first object which saluted my eyes when I arrived on the coast, was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror, when I was carried on board....

...I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands ... and tied my feet, while the other flogged me severely....

#### [Contemporary English]

The first thing I saw when I got to the coast was a large sea and a slave ship. It was anchored in the water and waiting to be loaded. This surprised me at first and then I was filled with terror when I was carried on board the ship.

I was soon taken below deck. The smell was terrible. I had never experienced anything in my life like this. It was horrible. People were gathered together and crying. I became so sick and sad that I was not able to eat. In fact, I had no desire to taste anything. I only wished that I would die so that I would escape this terrible place. Soon, to my sorrow, two white men offered me food. When I refused to eat, one of them tied my hands and feet. The other man brutally beat me.



*Reading 2*

Equiano describes what it was like to be on a slave ship during the Middle Passage.

**[Primary Source]**

One day [the crew] had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for...

One day, when we had a smooth sea and moderate wind, two of my wearied countrymen who were chained together, (I was near them at the time,) preferring death to such a life of misery, somehow made through the nettings and jumped into the sea: immediately, another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would very soon have done the same, if they had not been prevented by the ship's crew, who were instantly alarmed.

Those of us that were the most active, were in a moment put down under the deck, and there was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat out to go after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for

**[Contemporary English]**

One day the crew caught a number of fishes. When they had cooked them and ate all they wanted we though they would give the leftovers to us. Those of us on deck were surprised when they tossed the left over fish into the sea. We were starving and begged and prayed for them to give some to us.

One day, when we had a smooth sea and a light blowing wind I was sitting near two of my countrymen that were chained together. Somehow these two men made it through the ship's netting and jumped into the sea. They would rather have died than live a life of such misery. Immediately, another sad fellow, who was not chained because he was sick, also jumped into the sea. I believe many more would also have jumped overboard if they had not been prevented by the ship's crew. The crew was very upset by what was happening.

Those of us that were the most active were immediately taken below deck. I had never seen or heard such confusion and shouting by the ship's crew before. They lowered the life boats and went after the men who had jumped overboard. However, two of the poor men drowned, but they got the other. After bringing him on



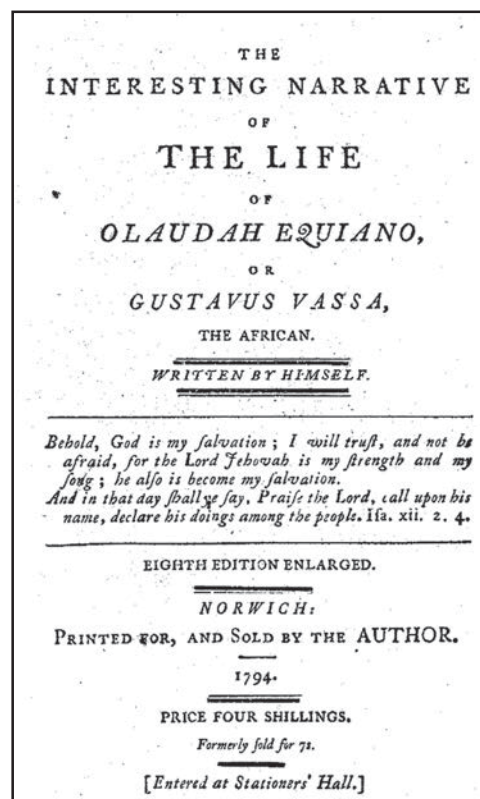
Reading 2  
[continued]

[Primary Source]

thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate, hardships which are inseparable from this accursed trade. Many a time we were near suffocation from the want of fresh air, which we were often without for whole days together....

[Contemporary English]

deck they beat him without mercy for attempting to die than remain a slave. In this manner we continued to undergo more hardships than I can now tell. These terrible things are part of this horrible slave trade. Many a time we were near suffocation because we had no fresh air. We were kept crowded below deck for days.



Title page,  
“The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa,  
the African Olaudah Equiano” (1794)  
Library of Congress Rare Book and Special Collections Division

## Reading 3

Equiano describes the sale of slaves in Barbados.

## [Primary Source]

At last, we came in sight of the island of Barbados, at which the whites on board gave a great shout.... We did not know what to think of this; but as the vessel drew nearer, we plainly saw the harbor...Bridgetown. Many merchants and planters now came on board..... They put us in separate parcels, and examined us attentively. They also made us jump, and pointed to the land, signifying we were to go there. We thought by this, we should be eaten by these ugly men, ...when soon after we were all put down under the deck again, there was much dread and trembling among us, and nothing but bitter cries to be heard all the night from these apprehensions, insomuch, that at last the white people got some old slaves from the land to pacify us. They told us we were not to be eaten, but to work, and were soon to go on land, where we should see many of our country people. This report eased us much. And sure enough, soon after we were landed, there came to us Africans of all languages. We were conducted immediately to the merchant's yard, where we were all pent up together, like so many

## [Contemporary English]

At last, we came in sight of the island of Barbados. The whites on board the ship shouted with joy. We did not know what to think. As the ship got closer to land we could clearly see the harbor of Bridgetown. Many merchants and planters now came on board the ship. We were put in separate groups and carefully examined. They also made us jump up and down. Since we did not speak their language they pointed to the land to tell us we were to go there. We thought we were going to be eaten by these ugly men. When they put us below deck everyone was scared and trembling. Everyone was frightened and you could hear nothing except bitter cries all night long. The white people finally got some old slaves from Bridgetown to try to calm us. They told us we were not to be eaten, but to work. They said we would soon to go on land where we would see many of our country people. This helped us calm down. Sure enough, soon after we were landed, Africans speaking all different languages came to greet us. We were taken immediately to the merchant's yard, where we were all put in a pen, like so many sheep in a cage.

Reading 3  
[continued]

[Primary Source]

sheep in a fold...

We were not many days in the merchant's custody, before we were sold after their usual manner, which is this: On a signal given, (as the beat of a drum) the buyers rush at once into the yard where the slaves are confined, and make choice of that parcel they like best. ...In this manner, without scruple, are relations and friends separated, most of them never to see each other again....

O, ye nominal Christians! might not an African ask you, "Learned you this from your God, who says unto you, 'Do unto all men as you would [have] men ... do unto you?'" ...Why are parents to lose their children, brothers their sisters, husbands their wives? Surely this is a new refinement in cruelty....

[Contemporary English]

We did not stay many days in the merchant's yard before we were sold after their usual way. The sale began with a signal like the beat of a drum. The buyers rush over into the yard where the slaves are held and choose the slave or slaves they like best. In this way, without a second thought, they separate relations and friends. Most are never to see one another again.

Oh, you so-called Christians, an African might ask you, "Did you learn this from your God, who says to you, 'Do unto all men as you would have them do unto you?'" ...Why are parents to lose their children, brothers their sisters, husbands their wives? Surely this is a new form of cruelty.



Olaudah Equiano  
From the frontispiece of the book.

## Profits from the Slave Trade

The following is a record of the profits of Captain Roberts' slave ship that was owned by a company in Liverpool, England.

*Well, gentlemen, I am glad to say, all things considered, Captain Roberts has made a good voyage...and here I find the captain's bill shows:*

400	men slaves
230	women slaves
<hr/>	
630	total
100	died
<b>530</b>	<b>sold at Jamaica</b>

*Averaging pounds 60 per head, this gives £ 31,800. The rum and sugar is all well sold. After paying all bills there is a clear profit of £ 24,000.*

## Journal of a Slave Trader

John Newton, a slave trader who became disgusted with the trade of human beings, wrote an account of the slave trade in *Journal of a Slave Trader*, a book published in 1788. The book was written to tell of the horrors of the slave trade and encourage people to join a movement to abolish slavery.

### *Thursday 27th June*

....When we were putting the slaves down in the evening, one that was sick jumped overboard. Got him in again but he died immediately between his weakness and the salt water he had swallowed....

### *Friday 28th June*

...Made a timely discovery today that the slaves were forming a plot for an insurrection [rebellion]. Surprised 2 of them attempting to get off their irons, and ... upon information of 3 of the boys, found some knives, stones, shot, etc.... Upon inquiry there appeared 8 principally concerned to move in projecting the mischief and 4 boys in supplying them with the above instruments. Put the boys in irons and... [used] thumbscrews to urge them to a full confession....

### *Saturday 29th June*

....In the morning examined the men slaves and punished 6 of the ... [leaders], put 4 of them in collars.

Source: National Maritime Museum, Liverpool. [http://www.liverpoolmuseums.org.uk/maritime/slavery/newton\\_aboroad.asp](http://www.liverpoolmuseums.org.uk/maritime/slavery/newton_aboroad.asp)

## Atlantic Chance Cards

<p><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>
<p><b>Return to Port</b></p> <p>The ship's crew has become ill.</p> <p>You must return to your homeport.</p>	<p><b>Boarded by Pirates</b></p> <p>Pay a bribe of one-half of your cargo in order to proceed.</p>	<p><b>Storms and HighWinds</b></p> <p>Proceed to the closest port and lose one trading turn.</p>
<p><b>Storms and HighWinds</b></p> <p>Proceed to the closest port and lose one trading turn.</p>	<p><b>Dangerous Currents</b></p> <p>Proceed to the closest port.</p>	<p><b>Smooth Sailing</b></p> <p>Use this card for a free ride.</p>
<p><b>Boarded by Customs Agent</b></p> <p>Your ship is delayed, lose one trading turn or pay a duty equal to 1/6 of your cargo.</p>	<p><b>Shipwreck</b></p> <p>Your ship ran aground. Your ship and its cargo are lost.</p>	<p><b>Proceed to Bristol, England</b></p> <p>You have been called before the Admiralty Court. Lose one trading turn and pay a duty equal to 1/6 of your cargo.</p>



## West Indies Chance Cards

<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>
<p style="text-align: center;"><b>Return to Port</b></p> <p>The ship's crew has become ill.</p> <p>You must return to your homeport.</p>	<p style="text-align: center;"><b>Boarded by Pirates</b></p> <p>Pay a bribe of one-half of your cargo in order to proceed.</p>	<p style="text-align: center;"><b>Storms and HighWinds</b></p> <p>Proceed to the closest port and lose one trading turn.</p>
<p style="text-align: center;"><b>Storms and HighWinds</b></p> <p>Proceed to the closest port and lose one trading turn.</p>	<p style="text-align: center;"><b>Dangerous Currents</b></p> <p>Proceed to the closest port.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>Use this card for a free ride.</p>
<p style="text-align: center;"><b>Boarded by Customs Agent</b></p> <p>Your ship is delayed, pay a duty equal to 1/6 of your cargo.</p>	<p style="text-align: center;"><b>Shipwreck</b></p> <p>Your ship ran aground. Lose two trading turns.</p>	<p style="text-align: center;"><b>Proceed to Bristol, England</b></p> <p>You have been called before the Admiralty Court. Lose one trading turn.</p>

## Eastern Seaboard Chance Cards

<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>
<p style="text-align: center;"><b>Return to Port</b></p> <p>The ship's crew has become ill.</p> <p>You must return to your homeport.</p>	<p style="text-align: center;"><b>Boarded by Pirates</b></p> <p>Pay a bribe of one-half of your cargo in order to proceed.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>You have favorable winds. Proceed to your destination.</p>
<p style="text-align: center;"><b>Storms and HighWinds</b></p> <p>Proceed to the closest port and lose one trading turn.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>Use this card for a free ride.</p>	<p style="text-align: center;"><b>Smooth Sailing</b></p> <p>Use this card for a free ride.</p>
<p style="text-align: center;"><b>Boarded by Customs Agent</b></p> <p>Your ship is delayed, lose one trading turn or pay a duty equal to 1/6 of your cargo.</p>	<p style="text-align: center;"><b>Shipwreck</b></p> <p>Your ship ran aground. Your ship and its cargo are lost.</p>	<p style="text-align: center;"><b>Proceed to Bristol, England</b></p> <p>You have been called before the Admiralty Court. Lose one trading turn and pay a duty equal to 1/6 of your cargo.</p>

## Mileage between Trading Ports

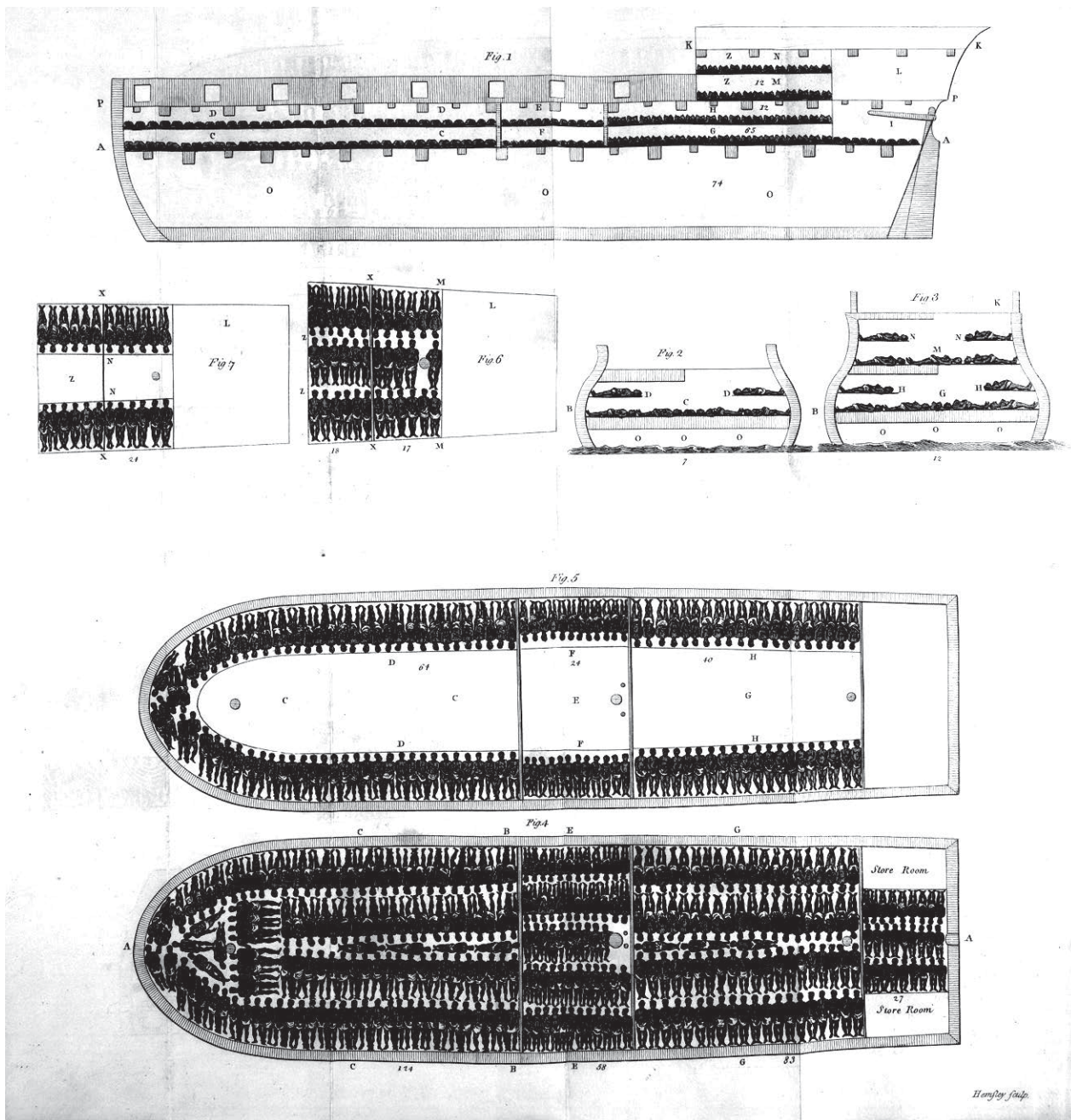
The mileage chart gives approximate distances “as the crow flies” and does not take into account navigating around land masses.

In the English measurement system, a nautical mile is 1.1508 miles. A nautical mile is 1.852 kilometers.

Trading Ports	Miles	Kilometers	Nautical Miles
<b>Boston to</b>			
➤Newport, RI	61	98	58
➤New York	190	306	165
➤Philadelphia	268	431	233
➤Charleston	822	1322	714
➤Nassau	1247	2007	1084
➤Kingston	1710	2752	1486
➤Bridgetown	2131	3429	1852
➤Bristol	3176	5111	2760
<b>Bristol to</b>			
➤Boston	3176	5111	2760
➤Newport, RI	3224	5188	2801
➤New York	3367	5418	2925
➤Philadelphia	3444	5543	2993
➤Charleston	3977	6400	3456
➤Nassau	4248	6863	3691
➤Kingston	4577	7365	3977
➤Bridgetown	4107	6609	3569
<b>Bridgetown to</b>			
➤Nassau	1433	2305	1245
➤Kingston	1198	1928	1041

Source: <http://www.escapeartist.com/travel/howfar.htm>

## Diagrams of a Slave Ship



Source: The Huntington Library

## Print Resources

Benezet, Anthony. *Views of American Slavery, Taken a Century Ago*. Ayer, 1969.

This reprint contains observations of the enslavement, importing, and purchasing of Africans in 1760.

Cameron, Ann. *Kidnapped Prince: The Life of Olaudah Equiano*. Random House, 2000.

Olaudah Equiano was kidnapped at the age of 11 from his home in Benin. He spent 11 years as a slave in the West Indies, the U.S., and England. Cameron has modernized and shortened Equiano's own story while remaining true to the spirit of the original.

Feelings, Tom. *The Middle Passage: White Ships/Black Cargo*. Dial, 1995.

Artist Tom Feelings tells the story of the Middle Passage in sixty-four narrative paintings of the disease-ridden death ships that brought their captives to slavery in the Caribbean and North America.

Nardo, Don. *Braving the New World 1619-1784: From the Arrival of the Enslaved Africans to the End of the American Revolution*. Chelsea, 1994.

Nardo describes the growth of African slavery in North America during the colonial era. The book includes descriptions detailing the brutality of both the conditions on slave ships and the punishment of plantation slaves.

## Internet Resources

*British National Maritime Museum*

<<http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular>>

This website includes a brief, readable explanation of Triangular Trade and includes maps and an interactive activity where students can create their own Triangular Trade exhibition.

*The Transatlantic Slave Trade*

<[http://www.antislavery.org/breakingthesilence/main/Activities/03\\_TriangularTrade.pdf](http://www.antislavery.org/breakingthesilence/main/Activities/03_TriangularTrade.pdf)>

A classroom activity, although designed primarily for middle school students, teachers could adapt for use with advanced fifth-grade students.