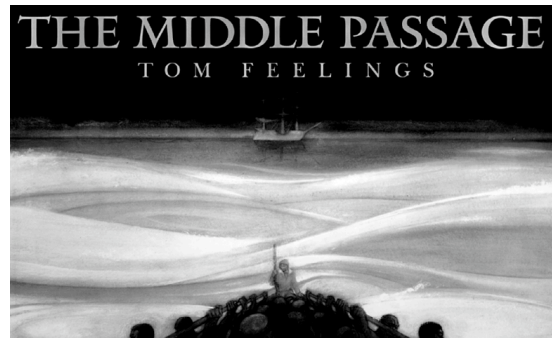
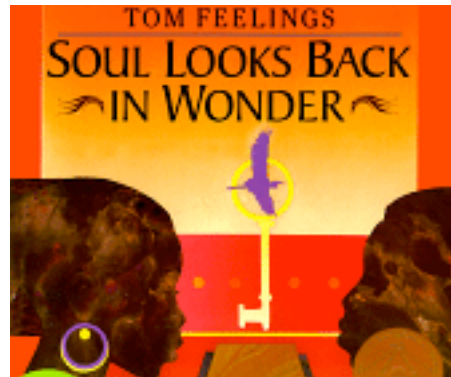


My eyes touch, my fingers trace
 The griot chants, clicks, songs of the
 Ancestors
 The warrior words stretched taut across
 the soul
 Drum words whispering the name of God
 They say that beyond the blood-tide cries
 there is triumph
 They say that beyond the blues-moan
 there is continuance
 Triumph and continuance
 A reaching back and a forward surge
 A place where Black dreams swell
 consciousness
 Even as the Niger swells old seasons into
 new life

History of My People
 Walter Dean Myers



The Middle Passage Tom Feelings 1995



Soul Looks Back in Wonder
 Tom Feelings 1993

The Middle Passage

Grade Levels

3-12

Curriculum Area

Art • Geography • History • Language Arts

National Language Arts Standards

NL-ENG.K-12.8

DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Social Studies Standards

The World In Spatial Terms

Students should understand how to use maps and other geographic tools, and technologies to acquire, process, and report information from a spatial perspective.

NSS-G.K-12.4 HUMAN SYSTEMS

Students should understand the characteristics, distribution, and migration of human populations on Earth's surface.

Objectives

To examine the real condition of slave life from initial captures to escaping on the Underground Railroad by reading excerpts of actual diaries.

To read slave narratives and historical fiction about the slave trade.

To utilize the Internet to discover more narratives and information for discussion questions.

To recognize the historical origin of slavery and its impact on racism in America.

Overview

As students strive to understand the impact of slavery on American history and the American consciousness, they often have only sketchy "neutral" textbook renditions as a knowledge source. Slave

narratives and diaries offer alternative glimpses of history often omitted from the official curriculum. Using the Internet, students can glimpse the underlying emotions and motivations linked to the agony and the terror of the Middle Passage and being owned by another person.

Key Words

Middle Passage

Definition-refers to the horrific voyage across the Atlantic Ocean where millions of African captives died from disease, starvation, and inhuman conditions as they were packed like sardines in the hold of the cargo ships carrying them to the Americas for a life of slavery.

Context-Using the Internet, students can glimpse the underlying emotions and motivations linked to the agony and the terror of the Middle Passage and being owned by another person.

Captive

Definition-a person caught and held prisoner, as in war.

Context- The body can be made a captive, but the soul remains free.

Baracoons

Definition-an enclosure used to temporarily confine slaves awaiting transportation.

Context- The baracoons were the first insight into the horrors that were about to befall the captured Africans.

Triangular Trade

Definition-the trade routes toward and away from the American colonies that formed a triangle.

Context-Travel from the Colonies to the West Indies to West Africa back to the colonies was known as the Triangular Trade.

mutiny

Definition-an open rebellion; revolt.

Context- The Amistad had a successful mutiny, which forced the return of captives to African soil.

Activity

What was the "middle passage," and how long did it take the average slave ship to make the trip? On the Internet using

triangular trade maps as a key word, search the components of the triangular slave trade and create a map on poster board showing the west coast of Africa, the Atlantic, and the Americas. With colored markers, indicate the routes of the ships that were involved in the slave trade. Show the major ports of forts and castles where the slaves departed and the major ports in the Americas where they arrived. Develop a key to your map.

Activity

Tom Feelings took fifteen years to complete his work on the book, *Middle Passage*. His illustrations, achingly real, draw us into the lives of the millions of African men, women, and children who were savagely torn from their beautiful homelands, crowded into a disease-ridden "death ship," and transported under nightmarish conditions to the so-called New World.

In his works such as *Middle Passage* and *Soul Looks Back in Wonder*, Tom Feelings gives a tribute to the survival of the human spirit, and the humanity won by the survivors of the Middle Passage.

Have students read Tom Feelings biography and look at his works of art. Write a narrative, poem, or letter to Tom Feelings and express their feelings about his work as an author and artist.

Activity

During the 1830s a Spanish merchant schooner called the Amistad set sail for the Americas; its cargo were African slaves. Along the way the slaves staged a successful mutiny, eventually winning their freedom before the U.S. Supreme Court, defended by former president John Quincy Adams.

Read *Amistad: A Long Road to Freedom* by Walter Dean Myers and compare it to the video, *Slave Ship*. [*Slave Ship* revisits the muddled history of the Amistad Affair, one of the forgotten episodes of the transatlantic slave trade--a gold mine that

made fortunes for Europeans, Americans, and African traders.]

Activity

Read slave diaries and narratives including narratives on the Internet. Use keywords to search:

- capture/enslavement
- Middle Passage
- slave ship/slave clipper
- triangular trade
- barracoons
- slavers
- children as slaves
- punishment of slaves
- slave revolt/resistance

Activity

Compare the diaries and narratives to the textbook version of slavery in America; consider word choice, perspective.

Activity

Write a recommendation persuading a textbook publisher to include primary sources such as slave diaries and narratives with your suggestions and rationales supported by Internet research.



i see the rhythm

Painting by Michele Wood 1999

RESOURCES

African Intellectual Heritage: A Book of Sources. Molefi Kete Asante. Philadelphia, Pennsylvania: Temple University Press. 1996.

Amistad: A Long Road to Freedom. Walter Dean Myers. New York: Dutton Children's Books. 1998.

Birth of African-American Culture: An Anthropological Perspective. Boston, Massachusetts: Beacon Press. 1992.

Breaking the Chains: African-American Slave Resistance. William Loren Katz. New York: Atheneum. 1990.

From Slave to Abolitionist: The Life of William Wells Brown. New York: Dial Books. 1976.

The Middle Passage. Tom Feelings. New York: Dial Books. 1995.

Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation. New York: The New Press. 1998.

Ship of Slaves: The Middle Passage. New York: The History Channel. 1996. Video.

Slave Ship. Bethesda, Maryland: Discovery Channel Communications. 1997. [Video]

Soul Looks Back in Wonder. Tom Feelings. New York: Dial Books. 1993.

To Be A Slave. Julius Lester. New York: Dial Books. 1968.

Wonders of the African World. Henry Louis Gates, Jr. New York: Alfred A. Knopf. 1999. [Book and Video]

INTERNET WEBSITES

Amistad Library-Personal Documents
<http://amistad.mysticseaport.org/library/journals/welcome.html>

Amistad Links
<http://www.amistad.org/>

Documenting the American South:
Narratives on Slavery
<http://metalab.unc.edu/docsouth/neh/texts.html>

Excerpts From Slave Narratives
<http://www.vi.uh.edu/pages/mintz/primary.html>

The Middle Passage
<http://amistad.mysticseaport.org/discovery/story/middlepassage.html>

The Middle Passage-Tom Feelings
<http://www.junteenth.com/TomFeelings.htm>

Slave Voices From the Special Collections
Library
<http://scriptorium.libduke.edu/slavery/>

Wonders of the African World - Henry
Louis Gates, Jr.
<http://www.pbs.org/wonders/main.htm>