

## 1. From From Freedom to Slavery Section

These learning activities incorporate text and images from the Slavery to Freedom section as well as selected resources from Section 4, Maps and Documents.

Consider using one or more appropriate reading strategies to help students master the text passages, which may be challenging for younger children.

- Practice paraphrasing
- Reading in small groups
- Reading aloud
- Identifying specific words for vocabulary practice
- Using SQ3R method (survey, question, read, recite, review)
- Finding main idea in a paragraph

### Opening

To focus students' attention on Charleston, South Carolina, complete a standard KWL chart (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>). Begin by asking what they know about Charleston and filling in the Know column. This helps activate prior knowledge students may have. Next, have students glance quickly at the resources shown on the From Freedom to Slavery page (page 1). Then have students predict in the *Want* column what they might learn about Charleston. This sets the stage for a closer examination of the resources here. The third column, *Learn*, will be completed later.

### Development

Have students look more closely at the images and review the extended captions to get an overall sense of the content in this section. Print them from the site or display in class from the computer using an LCD system. Consider assigning each image or set of images to a pair of students, who would be responsible for reviewing them and sharing their observations with the class.

Reviewing the resources in the order listed here provides a cohesive "storyline." In some instances, two images are reviewed together in order to more fully make the point. Discuss the implications of each image and how it helps to reveal the story of Charleston as a site of memory.

- [Maps and Documents: 18th century map of Atlantic World](#) (page 4)
  - Why is the Atlantic called The Western Ocean?
  - Discuss the importance of the Atlantic in connecting the Americas and Africa and as the site of slave trade routes and the infamous Middle Passage.
- [From Freedom to Slavery: Bunce Island](#) (Sec.1)

- What was the function of Bunce Island?
  - How was it connected to South Carolina?
  - Why were slaves from this region of Africa desired?
- [From Freedom to Slavery: Richard Ligon's Map of Barbados](#) (Sec.1)
  - Point out the Caribbean side of the island and the situations described in the text.
  - Identify as many other features as you can.
  - What are the historic ties between South Carolina and Barbados?
- [From Freedom to Slavery: Sullivan's Island](#) (Sec. 1) and [Maps and Documents: Quote from Dr. Alexander Garden](#) (Sec. 4)
  - What was the role of Sullivan's Island in the slave trade?
  - What is your reaction to Dr. Garden's quote?
  - What does it mean when he says cargo was thrown overboard?
- [From Freedom to Slavery: Old Exchange Building](#) (Sec. 1)
  - What was once exchanged in this building?
- [From Freedom to Slavery: Ashley Ferry Landing](#) (Sec. 1) + [Ashley Ferry Broadside](#) (Sec. 1)
  - What activity once took place at the landing?
  - What details about the slave trade does the broadside reveal?
- [From Freedom to Slavery: Old Slave Mart Museum](#) (Sec. 1) and [Maps and Documents: Broadside from The South Carolina Gazette](#) (Sec. 4)
  - Contrast the experience of blacks and whites in this building.
  - Do you think it appropriate that the Old Slave Mart has become a museum?
  - What geographic places are noted in the broadside?
  - Why did this particular cargo of slaves get transported to Charleston?
- [From Freedom to Slavery: Ashley River](#) (page 1)
  - Trace the Ashley River on a map of South Carolina.
  - Where was the Ashley River located relative to Charleston?
- [From Freedom to Slavery: Old St. Andrew's Episcopal Church](#) (Sec. 1)
  - How does the church reflect ties to Barbados?
  - Who built and went to this church originally?
  - How is it part of the Ashley River Corridor site of memory?
- [From Freedom to Slavery: Bowens-Bowen Family Reunion](#) (Sec. 1)
  - How does the Bowens-Bowen family link Charleston and Barbados?

- [From Freedom to Slavery: Sullivan's Island Marker](#) (Sec. 1)
  - Enlarge the photo and read the inscription on the marker. Does it say what should be said?
  - What is a pilgrimage?
  - Who are the Gullah? Who is Queen Quet?

## Extending Learning

Use some of these additional activities to deepen the learning.

## Anchoring in Place (Geography)

Sites of memory are anchored in place. Assist students in locating each place. Use the maps on the *African Passages* site or the links provided to additional maps. After reading the text panels, have students write brief statements describing the relevance of each place to Charleston as a site of memory.

- Sierra Leone/Bunce Island
- Windward and Rice Coasts of Africa
- Barbados
- Carolina Lowcountry
- Charleston, South Carolina
- Sullivan's Island
- Ashley River

Additional maps:

West and Central Africa Slaving Regions

<http://hitchcock.itc.virginia.edu/Slavery/details.php?filename=A007>

West Africa, 1743

<http://hitchcock.itc.virginia.edu/Slavery/details.php?filename=A001>

West African Slave Ports

[http://www.slaveryinamerica.org/geography/slave\\_ports\\_1750.htm](http://www.slaveryinamerica.org/geography/slave_ports_1750.htm)

Slave Trade 1650-1860

[http://www.slaveryinamerica.org/geography/slave\\_trade.htm](http://www.slaveryinamerica.org/geography/slave_trade.htm)

Map activities

- Place Sierra Leone, Barbados, and South Carolina on a blank map of the Atlantic world, such as [this](http://bedfordstmartins.com/mapcentral/om/pdfs/Atlantic_Geo.pdf) one.
- Find or calculate the distance between Barbados and South Carolina.
- Color in South Carolina and Barbados. Draw arrows and symbols to indicate the goods exchanged in trade between the two localities.

- Review this online [map](http://worldatlas.com/webimage/countrys/namerica/caribb/lqcolor/bbcolor.htm) (<http://worldatlas.com/webimage/countrys/namerica/caribb/lqcolor/bbcolor.htm>) of Barbados and compare its features to those of Ligon's Map of Barbados (Sec.1).
- Using details from the maps, photos, and text panels, develop a graphic organizer or flow chart to illustrate the points along the way that brought the enslaved from Africa to the Ashley River Corridor.

### **Anchoring in Time (History)**

Sites of memory are anchored in time. Use information from the extended captions to build a timeline with dates that highlight key moments connected to the history of the Charleston area. Students might illustrate their timelines. Continue to add to the timeline after exploring the remaining sections of the site.

- 1647—failed slave revolts in Barbados
- 1660s—series of natural disasters befall Barbados
- 1706—Old St. Andrew's Episcopal Church built along Ashley River
- 1700—South Carolina begins importing slave labor from Africa
- 1710—Africans become the majority in South Carolina
- 1769—300 slaves arrive in Charleston on ship James
- 1808—international slave trade ends
- 1850s—more than 50 brokers operate domestic slave trade in Charleston
- 1908—Richard Bowens born at Drayton Hall
- 1999—historic marker installed on Sullivan's Island

### **Anchoring in Memory (History)**

Sites of memory are anchored in the memories of people who experienced them. Consider some of the broader issues suggested throughout *African Passage* by discussing several of these questions.

- Outline points that highlight the ties between South Carolina and Barbados.
- Why did planter families move from Barbados to South Carolina?
- How does Richard Bowens' life fit into the history of Charleston?
- Summarize what you learned about the slave trade and the plantation system.
- Read more about the role of Bunce Island in the slave trade [here](http://www.visitsierraleone.org/bunce-island.asp) (<http://www.visitsierraleone.org/bunce-island.asp>).
- Why is Charleston so significant to the history of the slave trade and African Americans?
- Explain the title of this section, From From Freedom to Slavery.
- Considering Charleston as a site of memory, how would the memories of blacks and whites differ in this regard?

- How have the physical locations and buildings shown here changed over time?

### **Conclusion**

Students learned about a number of physical locations and buildings in the Charleston area. Pose this question to them to respond to in writing. "If you had to choose only ONE image from this section to best illustrate Charleston as a site of memory, which would you choose? Explain why."