

# African American History 400+ years of Resistance, Resilience, Power, and Pride

Today you will become smarter about slave revolts led by  
women.

# Standards/SJ Standards

## History Social Science Standards CA

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

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

## Teaching Hard History Standards

### Essential Knowledge 15

In every place and time, enslaved people sought freedom.

15.E Escape was difficult and rare, but some people managed to flee. Enslaved people who escaped were known as “fugitive slaves,” and people chased after them, since there was often a cash reward for returning enslaved people who ran away.

15.F Enslaved people pursued freedom in many ways other than escape, including saving money to buy their freedom and their relatives’ freedom, and turning to the courts to seek freedom.

## Social Justice Standards

13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

15.B Some enslaved people tried to rebel, but these actions were difficult and mostly unsuccessful because people in power wanted slavery to continue and had many more resources (including weapons) to put down rebellions.

**A, E, I, O, U, 1, 2** Use this approach to help read words with multiple syllables.

- 1.
2. Place an X under each A, E, I, O, U
3. Count the letters between the X's
4. Split between:  
(X and X) example: jo/vi/al  
(X and 1) example: te/na/cious  
(1 and 2) example: bal/lad

Do not separate blends or word groupings that need each other.  
ous, qu, bi, cl, dr, pr, cial, tion

Dehumanization

Historian

Manufactured

Statistically



## Resist

Life was hard,  
and it would get harder  
for the generations to come.

White people told the people they were not human.  
That the people were things  
to be bought and sold and given as gifts  
alongside horses and chairs.

When the people were beaten,  
they said the people did not feel pain.  
When they sold the people's children,  
they said the people didn't love.  
These were lies they made up  
so they could feel okay  
about slavery. It is wrong, always  
and forever, to own human beings.  
It is wrong, always and forever, to treat  
human beings like things.

The people fought back.  
For 250 years,  
the people resisted every day  
in ways big and small.  
For 250 years,  
the biggest resistance of all  
was that the people kept living.

“When quantitative historians used statistical analysis to try to determine why slave revolts happened on some ships, and not others, they found one clear pattern: that the more women there were aboard a slave ship, the more likely it was that a revolt would happen, although they dismissed the finding as coincidence.”

<https://www.unsunghistorypodcast.com/slave-revolts/#transcript>

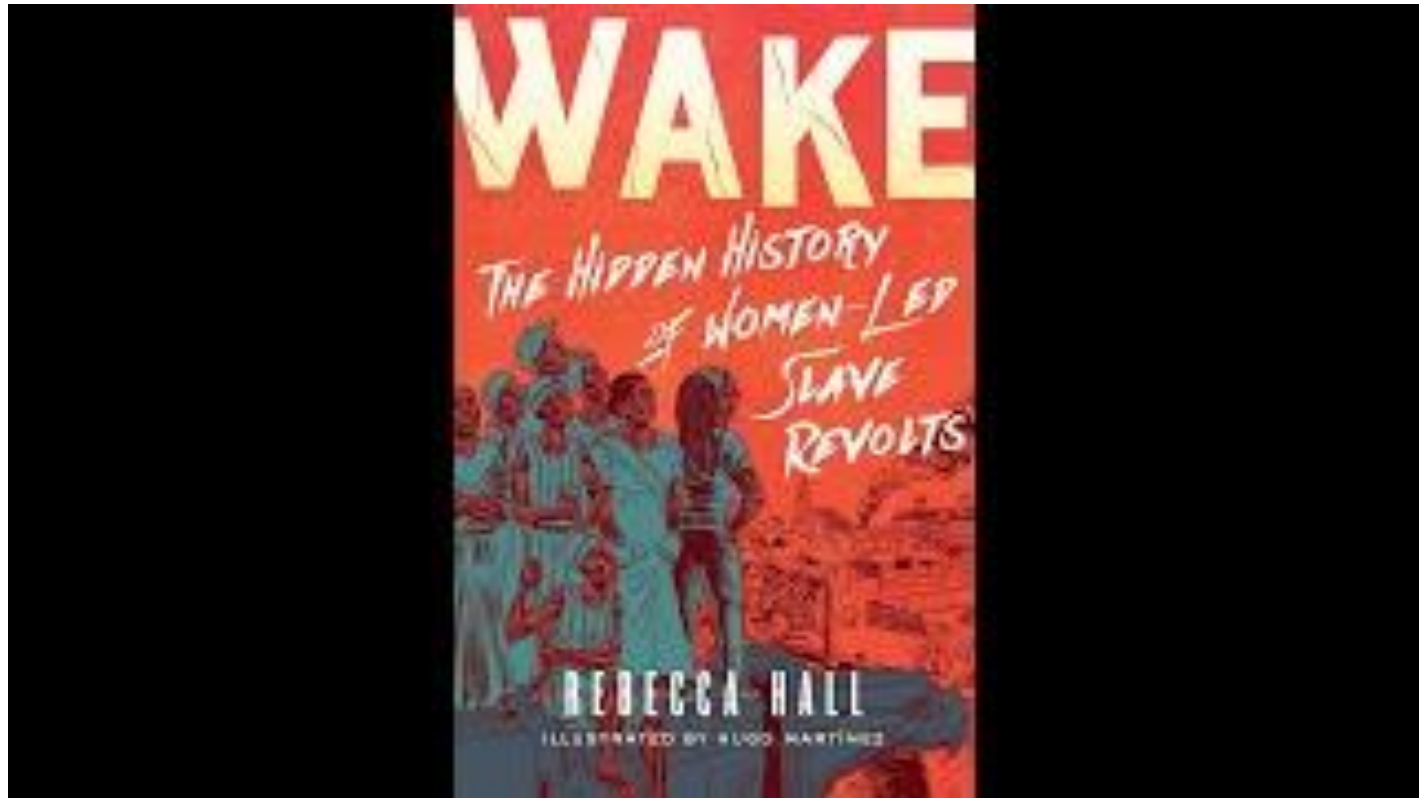
# WAKE

THE HIDDEN HISTORY  
OF WOMEN-LED  
SLAVE REVOLTS

AUDIO PLAY TRAILER







Interview with Dr. Rebecca Hall

# Unsung Heros Podcast

5:18-8:04

Slave revolts during the Middle Passage were so dangerous as to basically be suicidal. On the first leg of the triangular slave trade, ships left Europe and sailed to Africa with manufactured goods. These goods were traded for slaves. And in the second arm, the enslaved Africans were forcibly transported across the Atlantic to the Americas. On the final arm, sugar, tobacco and other products were transported from the Americas to Europe. The conditions on the Middle Passage were wretched, and mortality in the slave ships was high. As many as 15% of the enslaved Africans died at sea, equaling 2 million people. The ships were designed to thwart revolts. The enslaved Africans were chained and manacled below decks, although women usually had more freedom of movement. Despite the impediments, one in ten slave ships experienced some form of African resistance, ranging from usually fatal attempts to leap overboard to major revolts. Occasionally, rebellion sank ships from major explosion or fire, killing both the enslaved and their captors. More often the insurrection was violently beaten back by the crew, and the rebels were punished or executed. When quantitative historians used statistical analysis to try to determine why slave revolts happened on some ships, and not others, they found one clear pattern: that the more women there were aboard a slave ship, the more likely it was that a revolt would happen, although they dismissed the finding as coincidence. To help us understand more about these revolts, and the challenges of understanding the historical record, I'm joined now by Dr. Rebecca Hall. Dr. Hall is a scholar, activist and educator who writes and speaks on the history of race, gender, law, and resistance, as well as on climate justice, and intersectional feminist theory. Her recent, highly acclaimed graphic novel, "Wake: The Hidden History of Women-Led Slave Revolts," weaves history and memoir that focuses on slave revolts in the Middle Passage and in New York City, and her own quest to uncover this unwritten history. Hello, Dr. Hall, thank you so much for joining me.




## Unsung Heros Podcast

41:26-42:44

But like the historiography, you know, of slave ship revolt, having this sort of myopia about women not being involved in it just messed up the whole history. You know, I mean, I talked about it in the book, where, you know, after these historians put together this, like, incredible database of over 36,000, slave ship voyages, and, you know, they're quantitative historians who make databases and query them. And, you know, they found out that like, there was a revolt on one in 10 ships, which shocked everybody because, you know, revolts on ships were just so basically suicidal, you know. And then when they were trying to look at, well, what's the difference between the ships that had revolts and the ships that didn't have revolts, they saw that the ship, the only difference, statistical difference, statistically significant difference is that the more women on the ship, the more likely a revolt, and these historians immediately dismiss this. And it's like, this is just some kind of fluke, because we know that women weren't, you know, involved in this type of resistance. So then they completely overlook the fact that women, you know, once the ship left the coast of Africa, women were brought on deck and unchained, and that's where the weapons were. And it all makes sense, you know, like, yeah.

# WAKE

THE HIDDEN HISTORY  
OF WOMEN-LED  
SLAVE  
REVOLTS

An illustration at the bottom of the cover shows a group of seven women. They are wearing blue headwraps and blue clothing. They are looking upwards and to the right with various expressions of hope and determination. The style is a simple, bold line drawing with flat colors.

The following eight slides have images from Dr. Rebecca Hall's graphic novel, *Wake: The Hidden History of Women-Led Slave Revolts*. What do you see? What images are missing? What story do the images tell?







(In planning his route) Gabriel chose no women. Women of African descent inhabited a separate domestic sphere in the New World just as they had in the Old.

**Barbot on Guinea**  
The writing of Jean Barbot on West Africa 1678-1712  
VOLUME I  
HAKLU

**Lloyds**  
Lloyds of LONDON.  
Newly insures against insurrection of crews for the amount of

FOR HUNDREDS OF YEARS OUR ANCESTORS WERE BRUTALLY SILENCED...  
I WASNT SUPPOSED TO FIND THEIR VOICES...

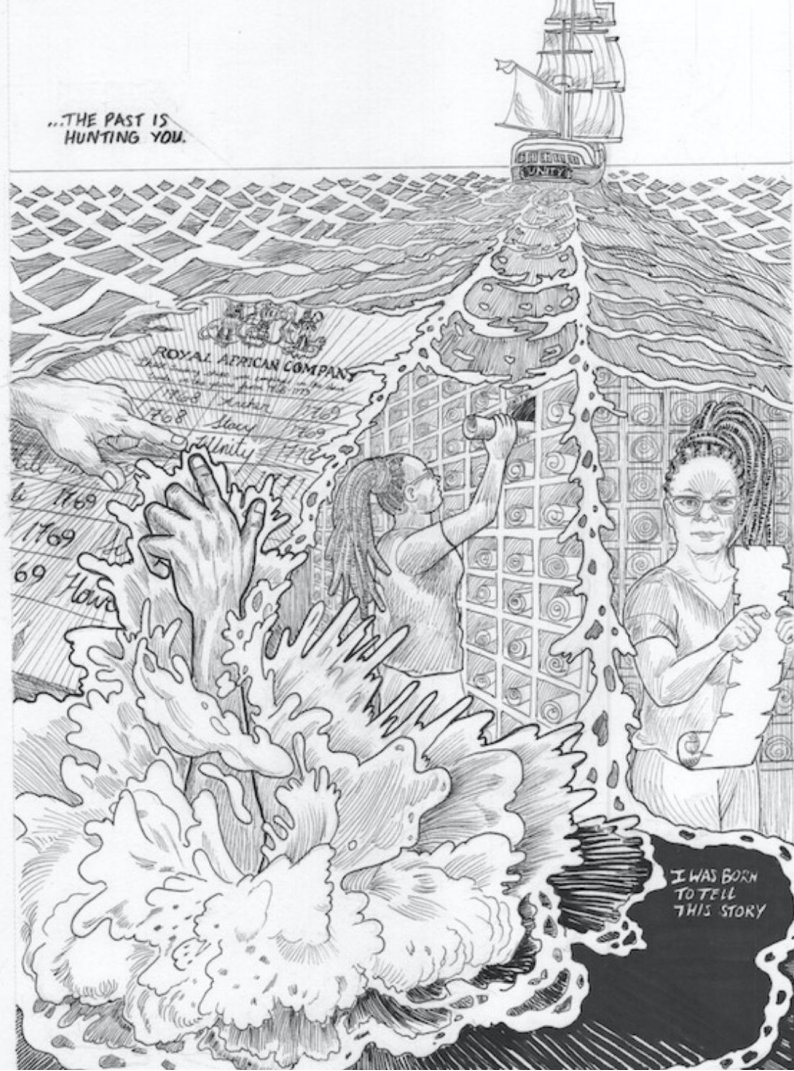
**ROLL JORDAN ROLL**  
THE WORLD THE SLAVES MADE  
EUGENE D. GENOVES

AFRICAN COMPANY  
ships employed in slave

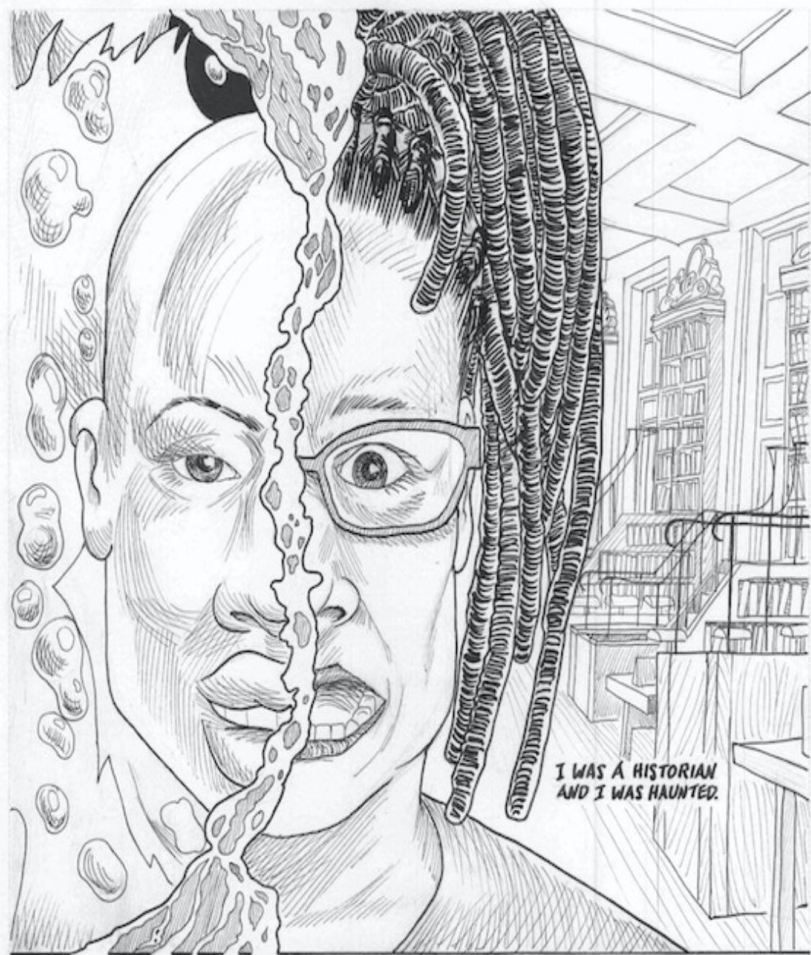


BUT SOMETIMES WHEN YOU THINK YOU'RE HUNTING DOWN THE PAST...

..THE PAST IS  
HUNTING YOU.



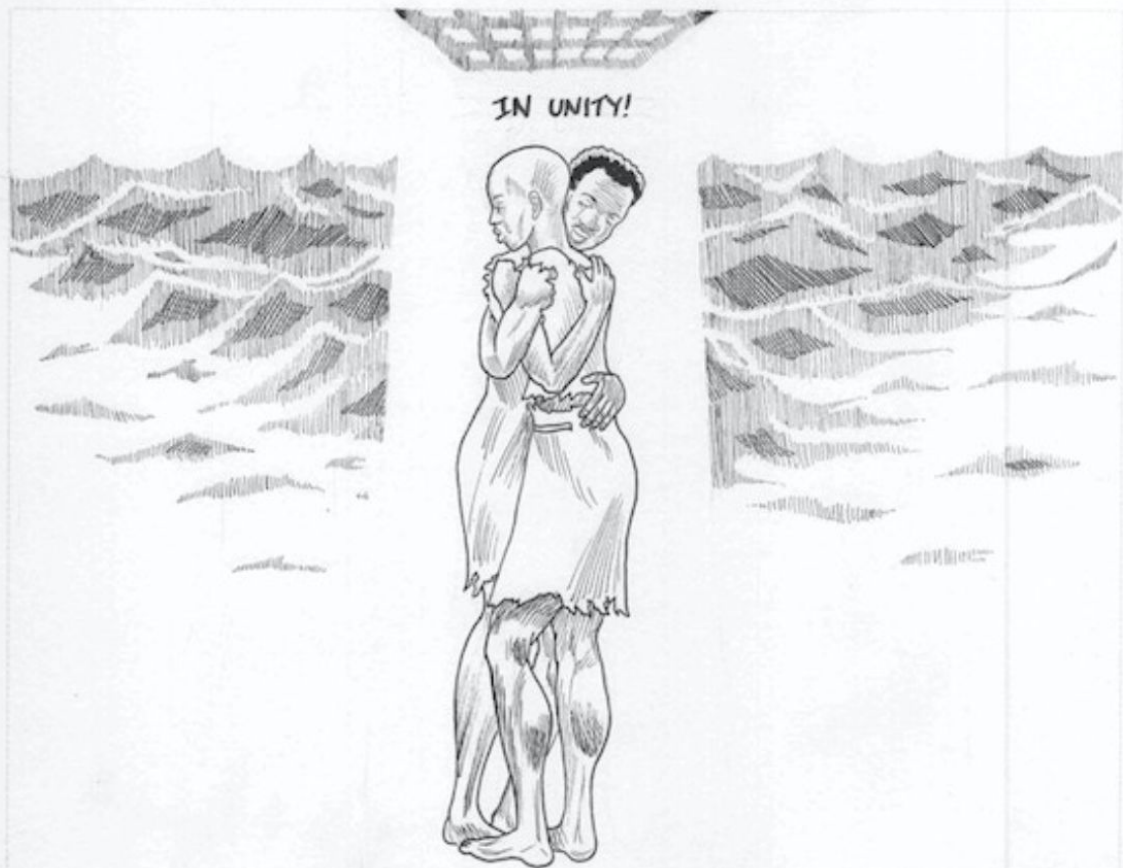






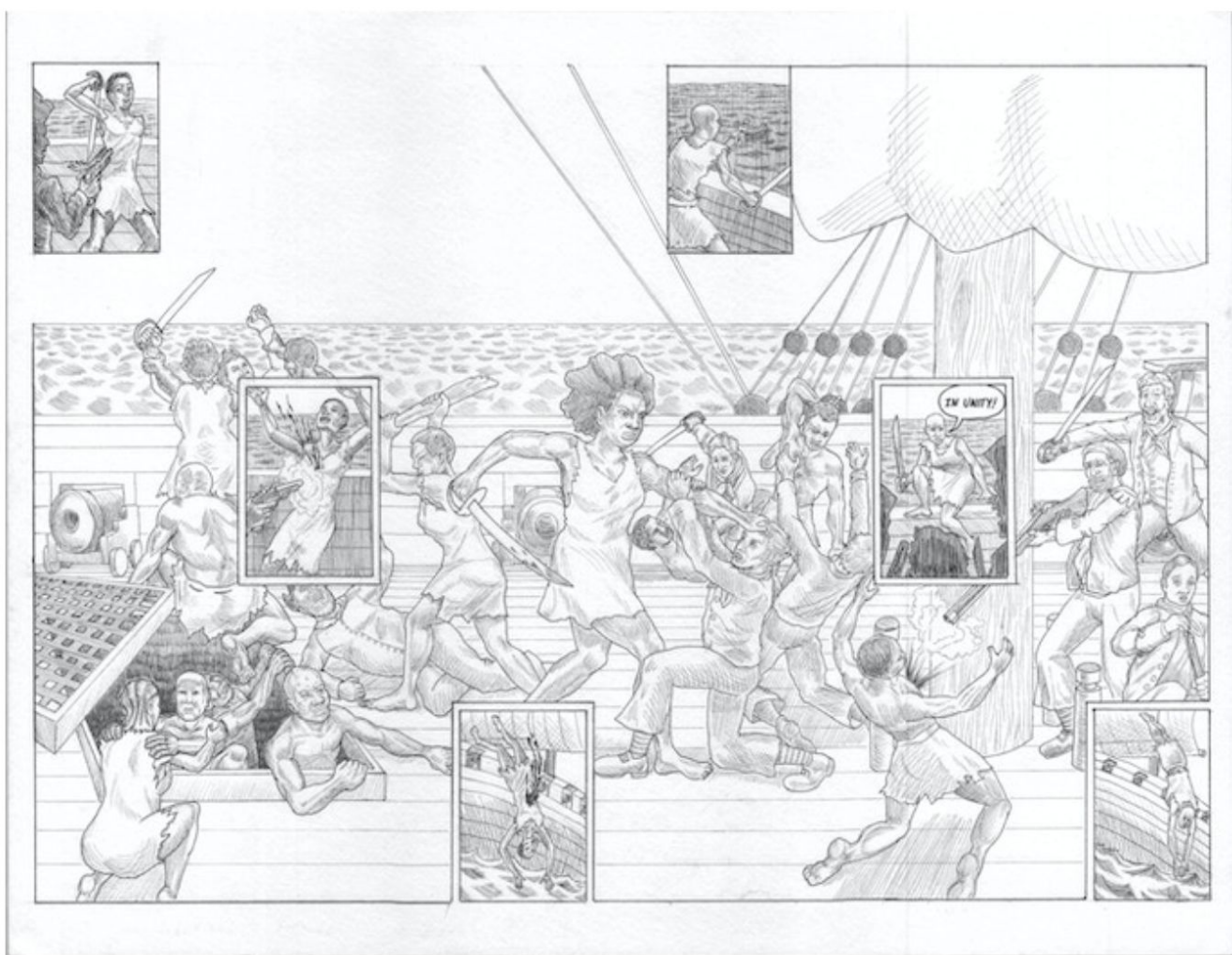


IN UNITY!









## Cloze Passage to Build Comprehension

abandoned, explosion, African, captives

Some of the \_\_\_\_\_ made a bomb out of gunpowder pressed into a bottle, which they threatened to ignite. Recognizing that the \_\_\_\_\_ would have damaged and perhaps sunk the ship, the crew surrendered to the African captives. Without any sailing or navigation experience, the Africans, now in control of the ship, were able to turn it around and sail it back to the \_\_\_\_\_ continent. After a few days, the *Little George* reached the mouth of the Sierra Leone River where both the Africans and the British crew the \_\_\_\_\_ ship. Later rescued by another slave ship, Captain George Scott, described in detail the revolt, thus leaving a record for later generations.

## Discussion Questions:

1. Why was it so difficult for the author to obtain information about women led slave revolts?
2. "... the more women there were aboard a slave ship, the more likely it was that a revolt would happen, although they dismissed the finding as coincidence."

Why do you think this was true and why was it written off as a coincidence?



**Fluency Practice** Practice reading the text below with a partner. The goal is to read the text with 100% accuracy. The words in red are from the A, E, I, O, U, 1, 2 List.

The *Little George* Ship Revolt took place on the British ship *Little George* in June 1730. The little-known revolt was one of the most successful uprisings of captured Africans on the high seas in history. The revolt occurred five days after the *Little George* had sailed from the Coast of Guinea to bring captured Africans to the British North American colony of Rhode Island. The revolt began as several Africans were able to slip out of their iron chains, overpower the crew, and sail the ship back to the continent of Africa and specifically to the Sierra Leone River where they **abandoned** the ship.

On June 1, 1730, Captain George Scott sailed his ship, the *Little George*, carrying ninety-six captured Africans from the Bonnana Islands off the Coast of Guinea (West Africa) to Rhode Island. There the captured Africans were to be sold as slaves. Five days into the Atlantic crossing, the captives, already mistreated by the ship's crew and packed and chained down in heavy shackles in the dark and poorly **ventilated** lower deck of the ship, rose in revolt. On June 6, 1730, around 4:00 a.m. several captives freed themselves from their iron shackles and broke through the bulkhead of the ship. Getting on the ship's deck, they seized weapons and killed three of the crew's watchmen who were attempting to alert other crew members and Captain Scott.

**Writing Tips** Use the following tips to complete your writing using the texts and the videos. Remember to **include what you learned** about the topic. Also, **share your thinking about what you learned**.

Using the texts and videos, write what you learned about women led slave revolts.

- Write what you learned about (topic) from the examples, the reading and the videos.
- Write what you will do with what you have learned.
- What thoughts or questions do you have after today's lesson?

[Writing Structure- summary sentences](#)

# Black Girl Magic



# Joy! Black Girl Scientist Poem by Taylor

