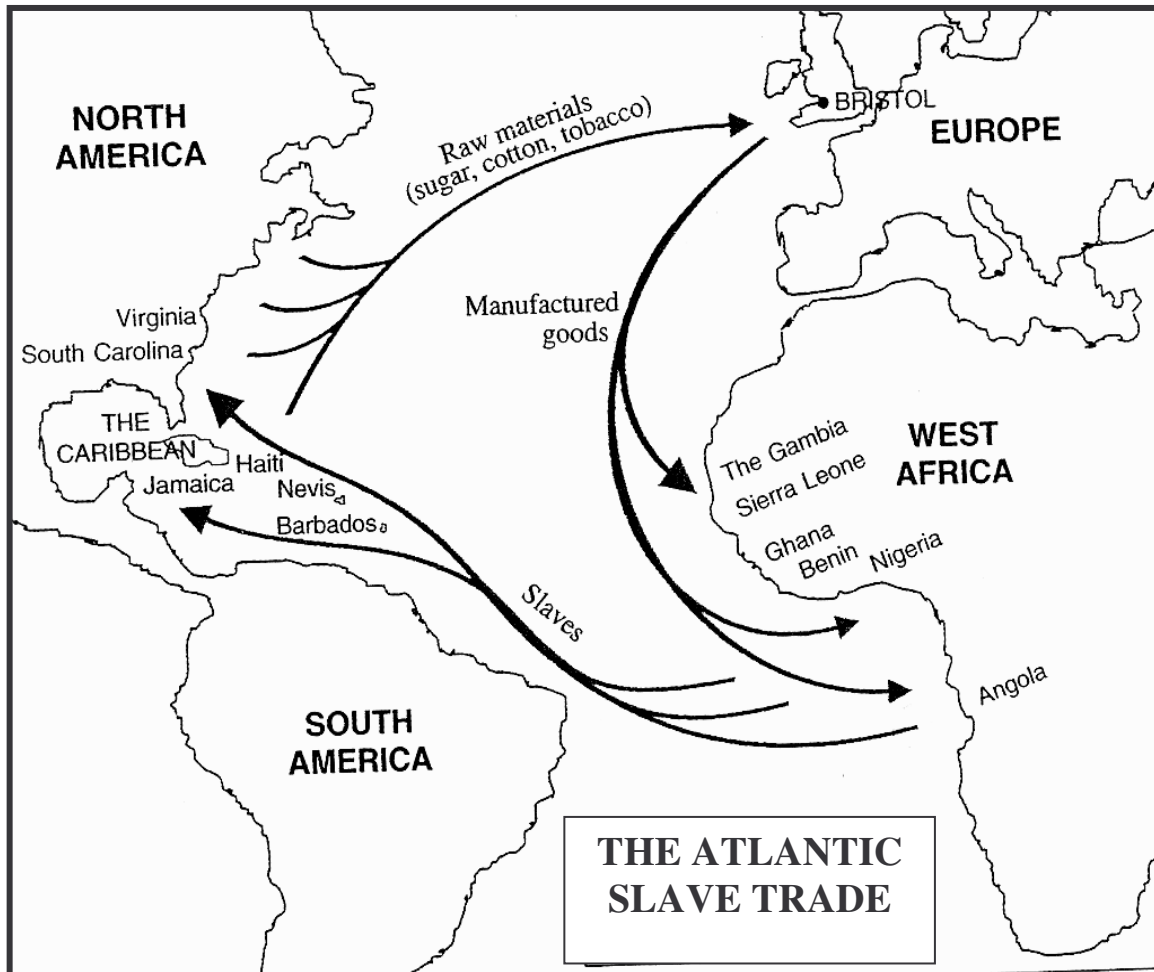


**ADDENDUM 2006
HISTORY**

QUESTION 1: SLAVERY**WHY WAS THERE A LINK BETWEEN THE ATLANTIC SLAVE TRADE, ECONOMIC WEALTH AND RACISM?****SOURCE 1A**

This is a map, taken from *Shuters History Grade 10*, that shows how the Atlantic Slave Trade Triangle operated.



SOURCE 1B

These posters (advertisement 1 and 2) taken from *the History of Slavery* by S Everett depict details of slaves being auctioned.

ADVERTISEMENT 1

Charlestown, July 24th, 1769.

TO BE SOLD,

On THURSDAY the third Day
of AUGUST next,

A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY

NEGROES,

CONSISTING OF
Thirty-nine MEN, Fifteen Boys,
Twenty-four WOMEN, and
Sixteen GIRLS.

JUST ARRIVED,
In the Brigantine *DEMBIA*, *Francis Bare*, Master, from SIERRA-
LEON, by
DAVID & JOHN DEAS.

ADVERTISEMENT 2

TO BE SOLD & LET
BY PUBLIC AUCTION,
On MONDAY the 18th of MAY, 1829,
UNDER THE TREES.

FOR SALE,
THE THREE FOLLOWING
SLAVES,

VIZ.
HANNIBAL, about 30 Years old, an excellent House Servant, of Good Character.
WILLIAM, about 25 Years old, a Labourer.
NANCY, an excellent House Servant and Nurse.
The MEN belonging to "LEECHES" Estate, and the WOMAN to Mrs. D. SMIT

TO BE LET,
On the usual conditions of the Hire finding them in Food, Clo' in & Medical
THE FOLLOWING
MALE and FEMALE
SLAVES,

OF WHOM THESE ARE,
ROBERT BAGLEY, about 20 Years old, a good House Servant.
WILLIAM BAGLEY, about 18 Years old, a Labourer.
JOHN ARMS, about 18 Years old.
JACK ANTONIA, about 40 Years old, a Labourer.
PHILIP, an Excellent Fisherman.
HARRY, about 27 Years old, a good House Servant.
LUCY, a Young Woman of good Character, used to House Work and the Nursery.
ELIZA, an Excellent Washerwoman.
CLARA, an Excellent Washerwoman.
FANNY, about 14 Years old, House Servant.
SARAH, about 14 Years old, House Servant.

Also for Sale, at Eleven o'Clock,
Fine Rice, Gram, Paddy, Books, Muslins,
Needles, Pins, Ribbons &c. &c.

AT ONE O'CLOCK, THAT CELEBRATED ENGLISH HORSE
BLUCHER,

ADDISON PRINTER GOVERNMENT

SOURCE 1C

This is an account of a slave auction, taken from *History of Slavery*, by S Everett.

Most slaves' first traumatic experience of the New World was a slave auction. Whether they occurred in the West Indies or the seaboard of the United States made little difference. For 150 years, the scene described by Olaudah Equiano in the 1780s remained little changed: '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 the parcel they like best. The noise and clamor with which this is attended and the eagerness visible in the countenances of the buyers serve not a little to increase the apprehensions of the terrified Africans, who may well be supposed to consider them as the ministers of that destruction to which they think themselves devoted. In this manner, without scruple, are relations and friends separated, most of them never to see each other again.'

SOURCE 1D

This is an advertisement for the sale of slaves in Georgia, taken from *In Search Of History Grade 10*.

| SALE OF SLAVES AND STOCK | | | | | |
|---|-----|------------|-----|------------------------------|---------|
| <p>The Negroes and Stock listed are a Prime Lot, and belong to the estate of the late Luther McGowan, and will be sold on Monday Sept. 22nd, 1852, at the Fair Grounds, in Savannah Georgia, at 1.00 p.m. The Negroes will be taken to the grounds two days previous to the Sale to be inspected by prospective buyers. On account of the low prices listed, they will be sold for cash only, and must be taken into custody within two hours after sale.</p> <p>There will also be offered at this sale, twenty head of Horses and Mules with harness, along with thirty head of Prime Cattle. Slaves will be sold separate, or in lots, as best suits the purchaser. Sale will be held rain or shine.</p> | No. | Name | Age | Remarks | Price |
| | 1 | Lunesta | 27 | Prime Rice Planter | \$1 275 |
| | 2 | Violet | 16 | Housework and Nursemaid | 900 |
| | 3 | Lizzie | 30 | Rice, unsound | 300 |
| | 4 | Minda | 27 | Cotton, Prime Woman | 1 200 |
| | 5 | Adam | 28 | Cotton, Prime Young Man | 1 100 |
| | 6 | Abel | 41 | Rice Hand, Eyesight Poor | 675 |
| | 7 | Tanney | 22 | Prime Cotton Hand | 950 |
| | 8 | Flamentina | 39 | Good Cook, Stiff Knee | 400 |
| | 9 | Lanney | 30 | Prime Cotton Man | 1 000 |
| | 10 | Sally | 10 | Hand in the Kitchen | 675 |
| | 11 | Maccabey | 35 | Prime Man, Fair Carpenter | 980 |
| | 12 | Theopolis | 39 | Rice Hand, Gets Fits | 575 |
| | 13 | Coolidge | 29 | Rice Hand and Blacksmith | 1 275 |
| | 14 | Bessie | 69 | Infirm, Sews | 250 |
| | 15 | Infant | 1 | Strong Lively Boy | 400 |
| | 16 | Angelina | 16 | Prime Girl, Hearing Poor | 850 |
| | 17 | Booster | 43 | Fair Mason, Unsound | 600 |
| | 18 | Big Kate | 37 | Housekeeper and Nurse | 950 |
| | 19 | Melie Ann | 19 | Housework, Smart Yellow Girl | 1 250 |
| | 20 | Abe | 27 | Prime Cotton Hand | 1 000 |
| | 21 | Tennes | 29 | Prime Rice Hand and Coachman | 1 250 |

SOURCE 1E

This source, taken from *In Search Of History Grade 10*, explains the different responses to slavery from both black and white people.

To most white people, slavery and colonialism are just a distant memory of nothing in particular. For whites, slavery did not last particularly long, its benefits went only to a tiny proportion of white people. The evils of slavery are overshadowed by the role played by British abolitionists [who fought to abolish slavery]. In any case, the rise of Western nations, Britain and the United States in particular, as the industrial masters of the world, is understood by them to be because of the superior abilities of the English. Poverty in Africa, and racial inequality in the West, is explained in terms of black inability, incompetence or laziness.

To black people, though, slavery and colonialism repeat themselves in our everyday lives, and evoke memories of suffering, cruelty and terror. For black people, Western nations achieved their industrial growth and economic prosperity on the backs of blacks, abolished slavery primarily for economic reasons, have discriminated against black people ever since, and are not sorry about any of it. African under-development, and racial inequality in the West, are understood primarily in terms of racism and the racist hostility of whites.

QUESTION 2: THE QUEST FOR LIBERTY**WHAT WERE THE FACTORS RESPONSIBLE FOR THE AMERICAN WAR OF INDEPENDENCE?****SOURCE 2A**

The British government taxed the colonists in order to raise money to pay for the British troops that were stationed in the colonies. Taken from www.mce.k12th.net.

STAMP ACT (1765): Tax stamps had to be put on all legal documents, pamphlets, newspapers, licenses, wills, college diplomas and even playing cards.

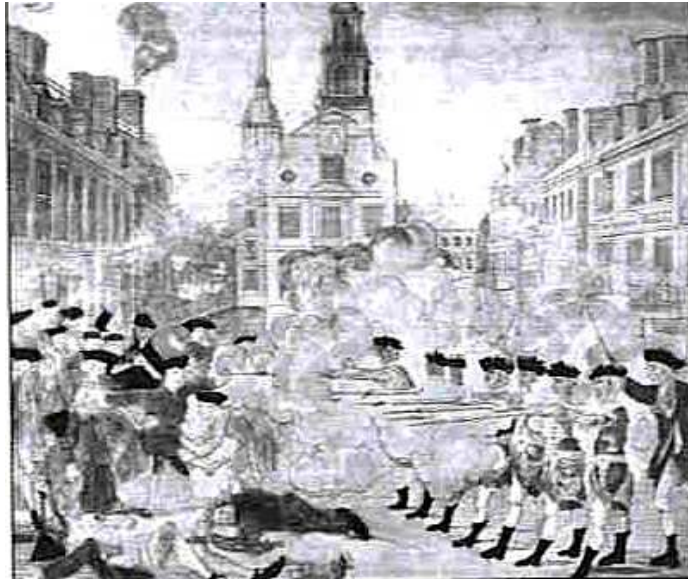
TOWNSHEND ACTS (1767): Taxes on tea, glass, paper, paint.

The Colonists began to speak out against the new taxes. They made the decision that the Parliament could not tax the American Colonies since they had no representation in Parliament.

The phrase, 'No taxation without representation', was heard throughout the colonies.

SOURCE 2B

This is a photograph and an account of the Boston Massacre (1770) taken from *The American Revolution* by R Parkinson.

BOSTON MASSACRE

Boston's Bloody Massacre by Paul Revere

In March 1770 the first real battle between the colonists and the British took place. British soldiers got angry at a crowd of colonists who were throwing snowballs at them. The soldiers fired. Five colonists were killed and many wounded. Two of the British soldiers were found guilty – they were punished by having their thumbs burned with a hot branding iron and released.

SOURCE 2C

An eyewitness account of the Boston Massacre:

A hard-bitten, hostile mob taunted frightened troops, picking up and throwing snowballs and oyster shells. Then someone rang the town fire bell, drawing a larger crowd to the scene. One rioter struck a British soldier with a stick and he fell down. The troops answered these insults and clubs with their muskets in self-defence. When the smoke cleared, five people lay dead or dying and eight more were wounded.

SOURCE 2D

This is an account of the Boston Tea Party. Colonists resisted the imposition of the Tea Tax. Taken from *A History of the American People* by S Thernstrom.

BOSTON TEA PARTY

On Thursday, December 16, 1773, 50 Boston residents from the Sons of Liberty, dressed as Mohawk Indians and boarded three ships in the Boston Harbour.

By 9pm they had opened 342 crates of tea in all three ships and thrown them into the harbour. One of these men was Paul Revere. The whole event was remarkably quiet and peaceful. This event became known as the Boston Tea Party.

The British government responded harshly – passed the *Coercive Acts* – called the *Intolerable Acts* by the colonists. Boston harbour was closed to all shipping, a military governor was sent from England and no public meetings were allowed in Boston without the Governor's permission.

The Boston Tea Party and the reaction that followed served to rally support for the revolutionaries in the thirteen colonies, who were eventually successful in their fight for independence.

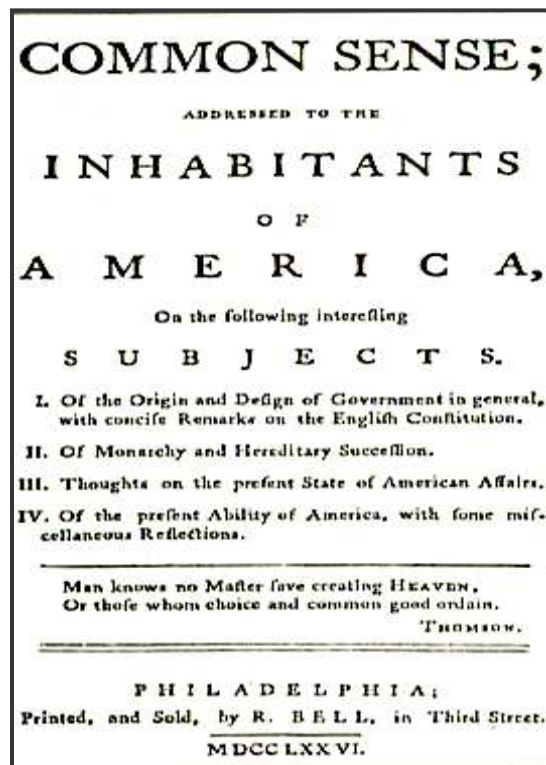
SOURCE 2E

In January 1776 Thomas Paine published a pamphlet called *Common Sense*. It explained the need for independence. Within three months over 100 000 copies were sold. Taken from *The American Revolution* by Clorinda Clarke.

Common Sense was an attack on the British Government, the King and the idea of royalty itself. Its fiery message captured the colonial minds. Thomas Paine suggested that King George III was responsible for the unhappiness that existed in the colonies. He pleaded with the American colonies to separate from the British Empire. Everything that is right or reasonable pleads for separation. Paine ended with a dramatic last page. On a blank white sheet, in bold black letters appeared only seven words:

THE FREE AND INDEPENDENT STATES OF AMERICA

George Washington noted it 'worked a powerful change in the minds of many men'.



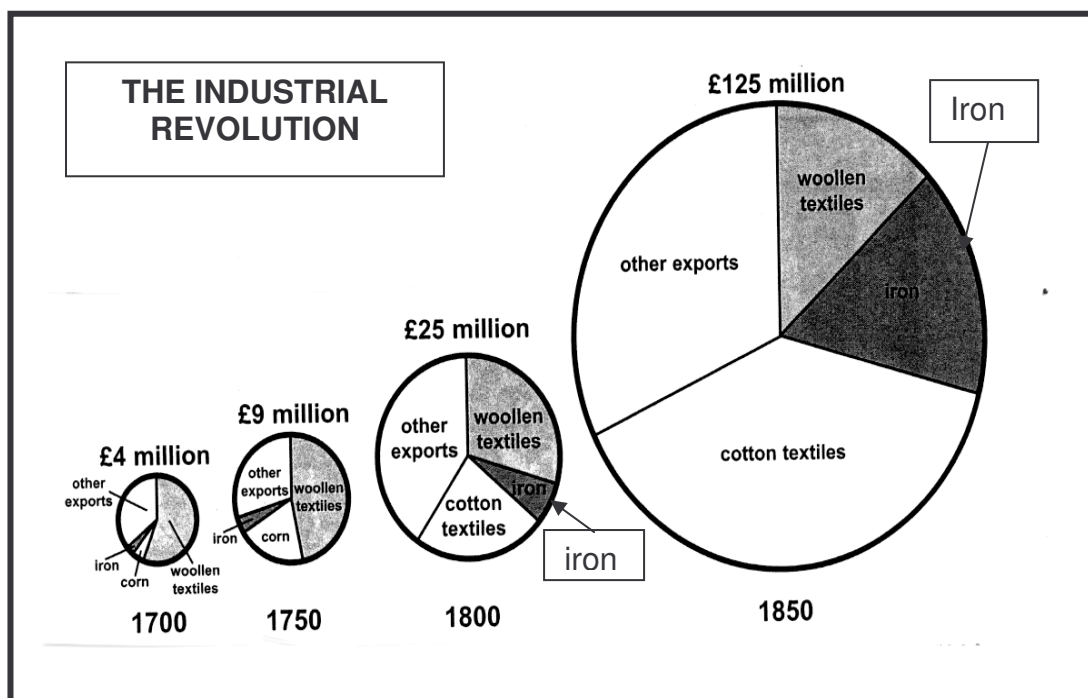
SOURCE 2F

R Parkinson in *The American Revolution*, suggested reasons for the American War of Independence.

The reasons for this slide into war during those years are to be found on two levels. On the first were the more immediate obvious causes – typified and illustrated by events like the Boston Massacre and Boston Tea Party, stemming from economic and commercial ‘interference’ on the part of London. But there was a deeper, more fundamental level ... [and] this involved issues of human rights and the dignity of mankind. Some colonial leaders fought not only for their own freedom, but for the concept of freedom for all men...

QUESTION 3: THE INDUSTRIAL REVOLUTION**DID THE INDUSTRIAL REVOLUTION BENEFIT BRITAIN SOCIALLY AND ECONOMICALLY?****SOURCE 3A**

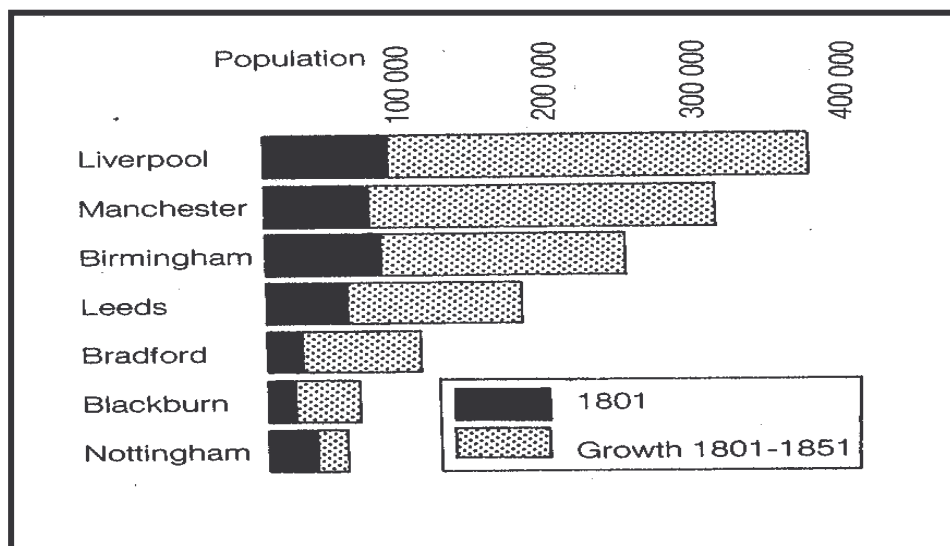
This is a pie graph showing British exports between 1700 and 1850 taken from *New Generation History Grade 10*.



| TABLE SHOWING CONVERSION OF POUNDS TO RANDS (APPROXIMATELY) | |
|---|---------------|
| POUNDS | RANDS |
| 4 million | 48 million |
| 9 million | 108 million |
| 25 million | 300 million |
| 125 million | 1 500 million |

SOURCE 3B

The graph depicts population growth in some English towns and cities between 1801 – 1851. Liverpool, Manchester and Blackburn were all closely linked to the import, spinning and weaving of cotton. Leeds and Bradford were wool towns. Birmingham's main industries were jewellery and light metal work. Taken from J McKay et al., *A History of World Societies*.

**SOURCE 3C**

This is an extract from a report of one of the inspectors who visited the mines. This is what he said about the gates, or tunnels, along which the children hauled coal:

'I know but two gates large enough to allow the use of horses, which is why children have to do the work. In some of them I have had to creep upon my hands and knees the whole distance, the height being barely twenty inches, and then have gone still lower upon my breast and crawled like a turtle. In others I have been able to make my journey by stooping.

They are sometimes of great length. In the Booth Town Pit, I walked and crept 1,800 yards to one of the nearest faces. The floor of this gate was every here and there three or four inches deep in water and muddy throughout.

The roofs and walls are at some places even, at others rough, rocky and loose, needing proppings to support them: despite, however, every care, large masses sometimes fall, burying the children.'

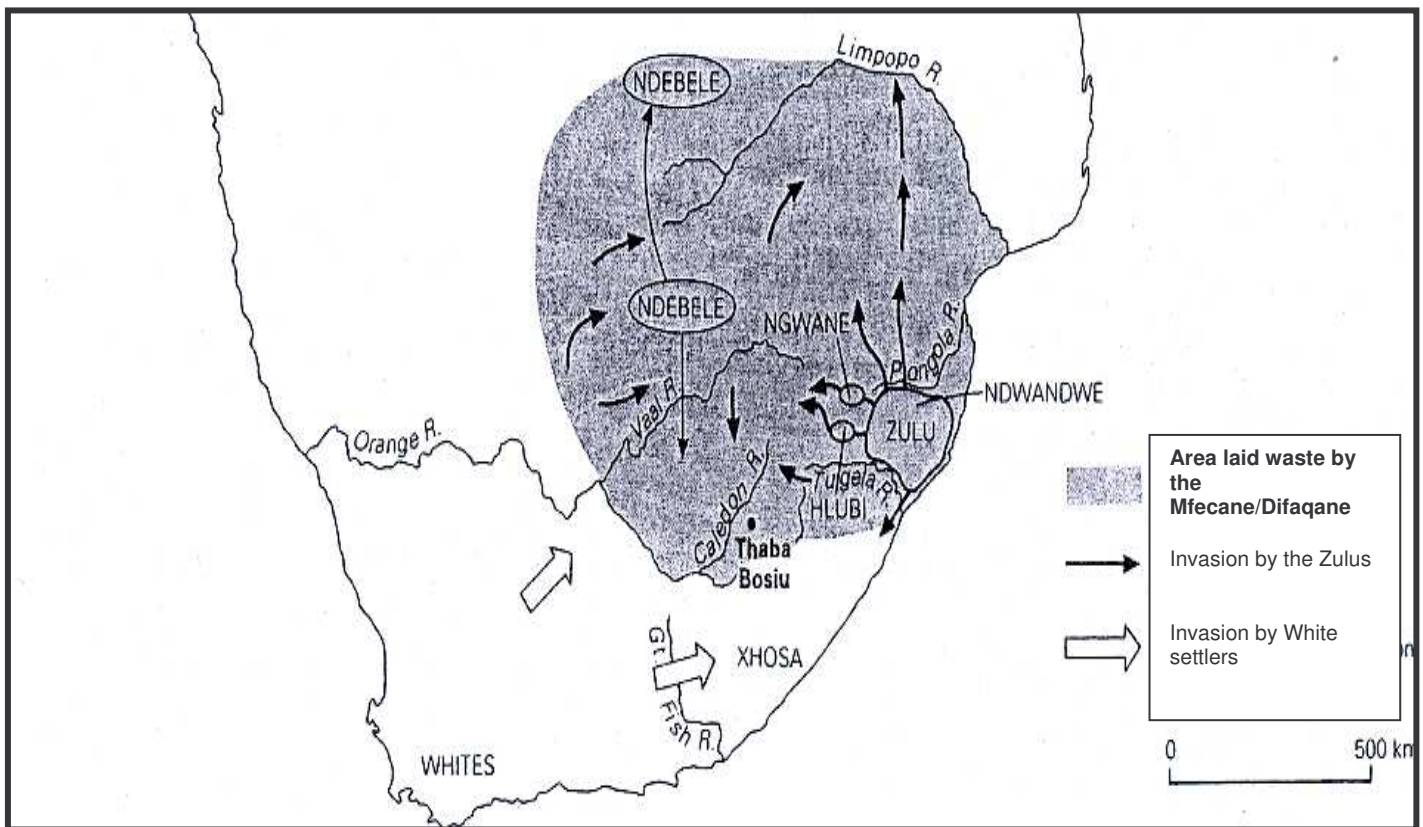
SOURCE 3D

This extract is a description of one working class house in Britain during the Industrial Revolution. Taken from *The Industrial Revolution* by N Smyth.

There was a single room. The window was very small and the light came in through the door. The young woman there said, 'Look there at that great hole. The landlord will not mend it. I have every night to sit and watch, or my husband sits up to watch, because that hole is over a common sewer and the rats come up twenty at a time, and if we did not watch for them they would eat the baby.'

QUESTION 4: TRANSFORMATIONS BETWEEN 1750 AND 1850**HOW DID SHAKA TRANSFORM SOUTHERN AFRICA IN THE EARLY 1800s?****SOURCE 4A**

This is a historical map of Southern Africa that shows the movement of people during the Mfecane (Difaqane) in the early 1800s. Taken from M Roberts, *A History of South Africa*.



SOURCE 4B

This is an excerpt from HF Fynn's diary (Fynn an English trader who supplied Shaka with guns and medicines). He describes the attack that was launched by Shaka and his impis (army) against the Ndwandwe tribe in 1824.

[The Ndwandwe warriors placed their women and children at the top of a hill and took up a defensive position and surrounded themselves by cattle, in anticipation of an attack by Shaka's army.]

'Shaka's forces marched slowly and with caution ... till about twenty yards from the enemy they made a halt... The enemies were not inclined to move, till Jacob [the Zulu interpreter with Fynn] fired at them three times [using one of Fynn's muskets]. The first and second shots seemed to make no impression on them, for they only hissed and cried in reply, 'That is a dog.' After the third shot, both parties, with a tremendous yell, clashed together and continued stabbing for about three minutes, when both fell back a few paces. Seeing their losses about equal, both armies raised a cry, and this was followed by another rush, and they continued closely engaged about twice as long as in the first onset, when both parties again drew off. But the enemy's losses were now more severe. This urged the Zulus to a final charge ... The remnant of the enemy's army sought shelter in a nearby wood from which they were soon driven. Then began the slaughter of the women and children. They were all put to death. The cattle ... were taken to the kraal lately occupied by Sikonyana (the Ndwandwe chief). The battle ... did not last more than an hour and a half. The number of the hostile tribe, including women and children, could not have been less than 40,000 ...

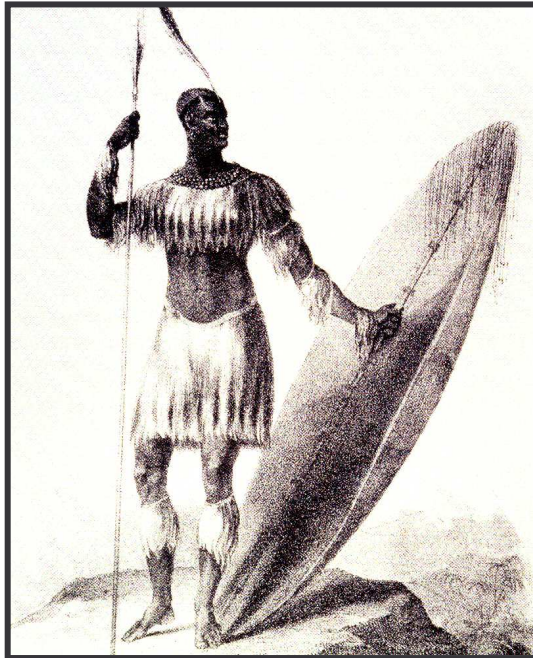
Early next morning Shaka arrived and each regiment, previous to its inspection by him, had picked out its 'cowards' and put them to death. Many of these, no doubt, forfeited their lives because their chiefs were in fear that, if they did not condemn some as being guilty, they would incur the resentment of Shaka ...'

SOURCE 4C

This is extract from Alan Mountain's book *The Rise and Fall of the Zulu Empire* which focuses on Shaka, the leader of the Zulus.

The name of Shaka stands out in the minds of many as the beacon from which Zulu history radiates. For many, particularly those who are persuaded by the theory of the 'great man', the creator of history, he is seen as the creator or founder of the Zulu nation – an almost supernatural being who virtually single-handedly carved a great nation and empire out of a loosely composed amalgam of small independent or semi-independent polities. Shaka was not a supernatural being, but instead an actor of great brilliance, determination, ruthlessness, perception and persuasion who, for twelve short years strode the stage of southern African politics like Colossus and who, during this time, was able to use his fellow actors and indeed the audience, for whom the actors exist, to choreograph and redirect the human affairs of his time.

It is difficult to be objective about Shaka; so much of what we know about the man is wrapped in legend and is unreliable. The only written records we have of those times were written by traders – all of whom had their own agendas and none of whom could remotely purport to be objective historians. Oral tradition, which is the principal source of information about Shaka – particularly in the formative years of Shaka's accession to power – is, by its nature, untested and unscientific and subject to wrong interpretation, exaggeration and misconstruction by both the narrator and the listener – depending on their personal perspective and memory.



Shaka, king of the Zulus

ACKNOWLEDGEMENTS

Extracts and visual sources used in this addendum were taken from the following publications:

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