

Meet Fannie Moore, who was born a slave in South Carolina in She told her story in at the age of Nowadays when I hear folks growling and grumbling about not having this and that I just think what would they done if they be brought up on the Moore plantation. The Moore plantation.

Childhood and Transatlantic Slavery Steven Mintz, Columbia University Until recently, the subject of childhood under slavery was almost entirely unstudied. This was true despite the fact that childhood is central to an understanding of slavery. In classical antiquity, abandoned children were a major source of slaves. Although most sub-Saharan Africans forced into slavery were in their teens and 20s, a substantial and growing proportion were children. In the American South in the decades before the Civil War, half of all slaves were under the age of It demonstrates that even children were active agents who were able to carve out a space where they could find a degree of autonomy. The study of slave children has brought many important facts to light. Infant and child mortality rates were twice as high among slave children as among southern white children. A major contributor to the high infant and child death rate was chronic undernourishment. Not surprisingly, slave mothers suffered high rates of spontaneous abortions, stillbirths, and deaths shortly after birth. Half of all slave infants weighed less than 5. Growth rates among slave children were extremely slow. Most infants were weaned early, within three or four months of birth, and then fed gruel or porridge made of cornmeal. Around the age of three, they began to eat vegetables soups, potatoes, molasses, grits, hominy, and cornbread. This diet lacked protein, thiamine, niacin, calcium, magnesium, and vitamin D, and as a result, slave children often suffered from night blindness, abdominal swellings, swollen muscles, bowed legs, skin lesions, and convulsions. These apparently stemmed from beriberi, pellagra, tetany, rickets, and kwashiorkor, diseases that are caused by protein and nutritional deficiencies. Deprived of an adequate diet, slave children were very small by modern standards. Their average height at age three was shorter than 99 percent of 20th-century American three year olds. At age 17, slave men were shorter than 96 percent of present day year-old men and slave women were shorter than 80 percent of contemporary women. About half of all U. On large plantations, infants and very young children were supervised and cared for by adults other than their parents. Children as young as two or three might work at domestic chores, including childcare or collecting trash and kindling, toting water, scaring away birds, weeding, or plucking grubs off of plants. Generally, in the U. South, children entered field work between the ages of eight and Slave children received harsh punishments, not dissimilar from those meted out to adults. They might be whipped or even required to swallow worms they failed to pick off of cotton or tobacco plants. During adolescence, a majority of slave youth were sold or hired away. The study of childhood under slavery has given rise to a series of controversies. One is the extent to which slave children succeeded in "stealing" a childhood. Children played with home-made toys, including improvised marbles and hobby horses. Even where education was forbidden or strongly discouraged, a surprising proportionâ€”perhaps between five and ten percentâ€”learned how to read and write. Through their activities, games, religion, and relations with kin and other members of the slave community, children were able to make life bearable. One song included the following lyrics that addressed the subject of family separation directly: At times, owners asked children to report rules violations within the slave quarters. Slave parents, in turn, sought to instill in their children a sense of loyalty to the slave community as a whole. They taught children to refer to other girls and boys as sister and brother, and to unrelated adults as aunt or uncle. Less studied questions are how the lives of slave children differed in urban and rural areas or on larger and smaller plantations, and how childhood experience differed at various points in time. These include the published testimony of fugitive or emancipated slaves, contemporary letters, journals, plantation records, and oral histories, such as those collected by the U. Works Projects Administration during the Great Depression of the s. Recently, scholars have supplemented traditional sources with unconventional forms of evidence, including photographs, slave songs, and artifacts, such as toys. Published narratives by fugitive or former slaves provide especially useful insights into the world history of slave children. South; 2 the moment when the full reality of life-long bondage dawned on slave children and the moment when they

learned that adults in their lives, including parents, could not protect them from punishment; and 3 the harsh reality of sexual abuse faced by slave girls in their teenage years. Especially useful in helping to place slavery in a world history perspective is one of the first slave narratives, *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African*, originally published in 1789. A former slave who purchased his freedom from a Quaker merchant in 1775, he traveled across the Atlantic and the Mediterranean on British merchant ships, served in the British navy, and became a leading figure in the 18th-century British antislavery movement. His autobiography, which went through nine editions between 1789 and 1809 and was translated into Dutch, German, and Russian, awakened thousands of readers to the horrors of the Atlantic slave trade. His narrative challenges the view that Africa at the time of the slave trade was a benighted or backward region. His region, "a charming fruitful vale, named Essaka," was "uncommonly rich," and his fellow countrymen were "almost a nation of dancers, musicians, and poets. His narrative also offers a harrowing account of the shock and isolation he felt during the Middle Passage across the Atlantic. His description of the inhuman conditions aboard the slave ship has a power that has not been matched. The wretched situation was again aggravated by the galling of the chains, now become insupportable. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable. Primary sources provide the raw data out of which history is reconstructed. These may include printed or published texts, unpublished manuscripts and papers, maps and other visual materials, music and other audio materials, and artifacts. Primary sources must be used cautiously and critically because they do not offer an unmediated view of the past. At best, they offer a partial view. How, then, should students read the sources? By asking a series of questions dealing with: Either as a class or in small groups, we discuss each one, focusing on the questions about authorship, content, purpose, and reliability noted above. This autobiography can be read on multiple levels. It provides vivid insights into the social history of the 18th century and a gripping first-person account of the workings of triangular trade connecting Africa, the Americas, and Europe. At this point, I complicate the discussion by introducing students to a lively scholarly controversy: Critics argue that the surviving documents may be mistaken, noting, for example, that the muster list gives the wrong last name for Equiano, suggesting its reference to his birthplace might also be incorrect. Here, it is important to note that even if his account is a composite of stories and information gathered from others, this does not make it a work of fiction.

Chapter 2 : Growing Up in Slavery: Stories of Young Slaves as Told by Themselves - Google Books

Growing up in the South, we actually read a lot of first hand accounts of slavery and I was always aware of how awful it was. I just never cease to be disgusted by the treatment of the people in this book.

Growing up in the South, we actually read a lot of first hand accounts of slavery and I was always aware of how awful it was. I just never cease to be disgusted by the treatment of the people in this book. Jan 17, Ramona Rodriguez rated it really liked it A collection of true slave narratives. Some brutal, some poignant. Mar 14, Lori Renee rated it it was amazing Heart wrenching. A very difficult read. This book shares all the stories of how slaves were truly treated, their lifestyle, how cruel and inhumane people were, it truly touched my heart and made me wonder how a person could treat someone so cruelly. I really liked the book because Growing Up In Slavery Stories of young slaves as told by themselves, edited by: I really liked the book because it has very vivid and descriptive details told by people who were actually slaves themselves. I think people who are interested in the cruel and disastrous things that happened in the past would really enjoy this book because this was one of the times that was cruel and disastrous. I rate this book 5 stars. It was so great! This collection of primary source materials is an indispensable resource for teaching about slavery. Students learn about other young people like themselves who endured great hardship as a domestic or field slaves. Both genders are represented. Sep 18, Temoca rated it really liked it Some great but tragic stories about the horrors on slavery. I am using the stories for my social studies classes. They are just as moved and horrified as any caring person would be at the events we were so embarrassingly a part of. These are great primary sources for students too. Jun 29, Karen Okamoto rated it really liked it The introduction to this book was rather slow, How cruel slavery was, and how courageous the human spirit was under such horrific conditions.

Chapter 3 : Growing Up in Slavery by Sylviane A. Diouf

"Growing Up In Slavery", Yuval Taylor, is an overwhelming and touching novel about ten young slaves who tell their stories growing up into slavery. These are short excerpts from these ten full autobiographies.

African American abolitionist and publisher The most important African American abolitionist opponent of slavery in pre-Civil War America, Frederick Douglass was the first nationally known African American leader in U. Growing up without freedom Frederick Douglass was born in February on the eastern shore of Maryland. His exact date of birth remains unknown. His mother, from whom he was separated at an early age, was a slave named Harriet Bailey. She named her son Frederick Augustus Washington Bailey. He never knew or saw his father. Frederick took the name Douglass much later. As a slave, Douglass was not allowed to have much of a childhood. He was separated from his parents, and he was forced to work hard and suffered cruel treatment while working on the property of Captain Aaron Anthony. In Anthony, who often hired his slaves out to others, decided to send Douglass to Baltimore, Maryland, to live with a man named Hugh Auld and his family. Auld was a northerner, and northern slaveholders generally did not treat their slaves as badly as people in the South did. She even taught young Douglass the basics of reading and writing until her husband stopped her. Even though things were a little better than they had been, Douglass was still unhappy with his situation and began to think of ways to change it. He was then hired out to a professional slave breaker, a man who would beat and mistreat slaves until they gave up and did whatever they were told. After weeks of being whipped, Douglass finally fought back; after that the whippings stopped. The Aulds then brought him back to Baltimore and put him to work in the shipyards. There in he borrowed the identification papers of an African American sailor. By passing himself off as the sailor, he was able to escape to New York. He adopted the name Douglass and married a free African American woman from the South. They settled in New Bedford, Massachusetts, where several of their children were born. Douglass tried to make a living doing manual labor, and he quickly became involved in the antislavery movement that was gaining strength in the North. In , at an abolitionist meeting in Nantucket, Massachusetts, he delivered a moving speech about his experiences as a slave and was immediately hired by the Massachusetts Antislavery Society to give lectures. Douglass was an eloquent speaker; that is, his speeches were well thought out and forceful, and he was able to inspire those who heard him. Some Harvard students who had heard him speak were so impressed that they persuaded him to write an autobiography the story of his life. The Narrative of the Life of Frederick Douglass was published in Ten years later an enlarged autobiography, My Bondage and My Freedom, appeared. His third autobiography, Life and Times of Frederick Douglass, was published in and enlarged in National Archives and Records Administration. Fearing capture, Douglass fled to Britain, staying from to to speak on behalf of abolition and to earn enough money to purchase his freedom once he returned to America. Upon his return Douglass settled in Rochester, New York, and started a newspaper, North Star, which called for an end to slavery. The paper would continue to be published under various names until In , as a result of his fame and position as the voice of African Americans, Douglass was sought out by abolitionist John Brown - Brown asked Douglass to help him in an attack on an arsenal in Harpers Ferry, Virginia, which he thought would help the antislavery cause. After all, they would be fighting for their own freedom. As the war proceeded, Douglass had several meetings with Lincoln to discuss the use and treatment of African American soldiers by the Union forces. As a result, the role of African American soldiers was upgraded each time, making them a more effective force in the fight. The end of the Civil War and the freeing of the slaves did not mean that Douglass was able to rest. The Reconstruction period, as the years after the Civil War came to be known, presented a new set of challenges for the country. While slavery had ended, the racism unequal treatment based on race that went along with slavery was still in place. He used the newspaper to make statements on these issues. Hayes - to the post of U. From this time until approximately two years before his death Douglass held a succession of offices, including that of recorder of deeds for the District of Columbia and minister to the Republic of Haiti. He resigned his assignment in Haiti when he discovered that American businessmen were taking advantage of his position in their dealings with the Haitian government. Frederick Douglass died in

Washington, D. He had played a major role in changing history. After reaching his goal of escaping slavery, he could have lived out his days as a free man. Instead he risked it all by speaking out in favor of freedom and improved treatment for all African Americans. Keeping Faith in Jubilee. Louisiana State University Press, Edited by Michael McCurdy. The Life and Times of Frederick Douglass. Hartford, CT, Park Publishing, Reprint, Grand Rapids, MI: My Bondage and My Freedom. Miller, Orton and Mulligan, University of Illinois Press, Narrative of the Life of Frederick Douglass. Reprint, New Brunswick, NJ: Joseline Jun 2, 3:

Chapter 4 : Growing up in slavery : stories of young slaves as told by themselves in SearchWorks catalog

Growing Up in Slavery At the close of the Civil War, 4 million people in the United States were slaves. More than one million were children under the age of sixteen.

Civil War and Emancipation Slave Owners Nowadays when I hear folks growling and grumbling about not having this and that I just think what would they done if they be brought up on the Moore plantation. The Moores had own the same plantation and the same [slaves] and their children for years back. They just like animals, not like other folks. She whip me, many time with a cow hide, till I was black and blue. She was the sweetest woman I ever saw. She was always good to every [slave] on the plantationâ€¦ She never talk mean. Just smile that sweet smile and talk in the softest tone. And when she laugh, she sound just like the little stream back of the spring house gurgling past the rocks. And her hair all white and curly, I can remember her always. The Plantation Master Jim own the biggest plantation in the whole country. Just thousands acres of land. And the old Tiger River a running right through the middle of the plantation. One side of the river stood the big house, where the white folks live and on the other side stood the quarters. The big house was a pretty thing all painted white, a standing in a patch of oak trees. Ever one in the family live in one big room. In one end was a big fireplace. This had to heat the cabin and do the cooking too. We cooked in a big pot hung on a rod over the fire and bake the corn pone [cornbread] in the ashes or else put it in the skillet and cover the lid with coals. We always have plenty wood to keep us warm. That is if we have time to get it out of the woods.

Family and Work My granny she cook for us children while our mammy away in the field. Just make corn pone and bring in the milk. She have big wooden bowl with enough wooden spoons to go round. She put the milk in the bowl and break it up. Then she put the bowl in the middle of the floor and all the children grab a spoon. My mammy she work in the field all day and piece and quilt all night. Then she have to spin enough thread to make four cuts for the white folks every night. Why sometimes I never go to bed. Have to hold the light for her to see by. She have to piece quilts for the white folks tooâ€¦ I never see how my mammy stand such hard work. She stand up for her children though. The old overseer he hate my mammy, cause she fight him for beating her children. Why she get more whippings for that then anything else. She have twelve children. He shoe all the horses on the plantation. He work so hard he have no time to go to the field. His name was Stephen Mooreâ€¦He was sold to the Moores, and his mammy too. She was brought over from Africa. She never could speak plain. All her life she been a slave. White folks never recognize them any more than if they was a dog.

Keeping Control of Slaves It was a terrible sight to see the speculators come to de plantation. They would go through the fields and buy the slaves they wanted. Master Jim never sell pappy or mammy or any of their children. He always like pappy. When the speculator come all the slaves start shaking. No one know who is a going. Then sometimes they take them and sell them on the blockâ€¦ The [slaves] always have to get pass to go anywhere off the plantation. They get the pass from the master or the missus. Then when the paddyrollers [slave catchers] come they had to show de pass to them, if you had no pass they strip you and beat you. None of the [slaves] have any learning, was never allowed to as much as pick up a piece of paper. My daddy slip and get a Webster book and then he take it out in the field and he learn to read. The white folks afraid to let the children learn anything. They afraid they get too smart and be harder to manage. They never let them know anything about anything. Never have any church. If you go you set in the back of the white folks church. In the fall of the year it certainly was a busy time. We peel bushels of apples and peaches to dryâ€¦The way they done they peel the peaches and cut them up. Then they put a layer of peaches in a crock then a layer of sugar then another layer of peaches until the crock was full. Then they seal the jar by putting a cloth over the top then a layer of paste then another cloth then another layer of paste. They keep they meat about the same way folks do today except they had to smoke it more since salt was so scarce back in that dayâ€¦They string up long strings of beans and let them dry and cook them with fatback in the winter. Folks back then never hear tell of all the ailments de folks have now. They was no doctors. Just use roots and bark for teas of all kinds. My old granny used make tea out of dogwood bark and give it to us children when we have a cold, else she make a tea out of wild cherry bark, pennyroil, or hoarhound. My

goodness but they was bitter. We do most anything to get out a taking the tea, but it was no use granny just get you by the collar hold your nose and you just swallow it or get strangledâ€¦For stomach ache she give us snake root. Sometime she make tea, other time she just cut it up in little pieces and make you eat one or two of them. When you have fever she wrap you up in cabbage leaves or ginsang leaves, this made the fever go. When the fever got too bad she takes the hoofs off the hog that had been killed and parch them in the ashes and then she beat them up and make a tea. This was de most trouble of all. After he die his boys, Tom and Andrew take charge of the plantation. They think they run things different from they daddy, but they just get started when de war come. Master Tom and Master Andrew both have to go. My pappy he go long with them to do their cooking. My pappy say that some day he run four or five miles with the Yankees behind him afore he can stop to do any cooking. Then when he stop he cook with the bullets a falling all round the kettlesâ€¦ After the war pappy go back to work on the plantation. He make his own crop, on the plantationâ€¦He sure was happy that he was free. What are some of the hardest things about being a slave? What do they do? What do you respect about them? Describe the plantation where you live.

Chapter 5 : Growing Up in Slavery: Stories of Young Slaves as Told by Themselves by Yuval Taylor

Growing up in Slavery Answer all five of the following questions. Each answer should be at least three sentences, some questions will require more to fully answer. From the Frederick Douglass reading, "Growing up in Slavery:" 1.

Reviews Booklist Drawing on many personal testimonies, oral histories, and slave narratives, Diouf destroys the stereotype of the happy, ignorant slave child. With authentic details, she explains what it was like to be a child in a west African village, kidnapped by strangers, forced to endure the horror of the Middle Passage, the auction block, and the backbreaking work. How different was it to be born in slavery and see your parents sold away forever? Without sensationalism, she documents the racism, extreme violence, hunger, overwork, family separation, and humiliation even the youngest had to endure. The brightly colored cover picture seems aimed at a younger audience than the text, but this is really a book for middle- and high-school readers. The design is clear and accessible, with thick quality paper and many well-reproduced archival black-and-white illustrations. The chapter source notes will help those who want to know more, and there are excellent bibliographies of books, videos, and Web sites. School Library Journal Gr Very little nonfiction focusing on the slave experience of children is available for young readers, and Diouf provides a clear, readable, and well-documented study. Beginning with accounts of young people kidnapped in Africa who later wrote about their experiences, the author takes readers through the Middle Passage to life on the plantations. Family life in the slave quarters, including the experience of being sold, the kinds of work that children were assigned, the games they played, and their struggles to receive an education, is carefully documented with primary sources. Black-and-white period photographs accompany the text. Source notes support the careful research. The list of books, Web sites, and videos for further information focuses on materials appropriate for this age group and should be readily available in most public libraries. The introduction, "Listening to the Children of Slavery," sets the tone and explains how we know what we do about the lives of slave children. Some of the most moving parts of the book are the words of former child slaves themselves. Structured historically, the accounts begin with the history of slavery in Africa, and with the children who were born in Africa and transported to the Americas through the horrific Middle Passage. A second chapter contrasts these children with those who were born into slavery, and is followed by chapters about life and work, children at play, experiential education, struggles for literacy and the never-ending quest for freedom. The black-and-white illustrations, mainly photographs and copies of old prints, are effective, although more would have helped break up long passages of text. The resourcefulness, bravery, intelligence and perseverance of these children in the face of tremendous obstacles are stressed. Their abundant creativity gave America gifted poets, writers, inventors, musicians, painters, scholars, and orators. The children who grew up in slavery were hardy survivors and unsung heroes. There are detailed source notes, a bibliography of standard resources, an index and suggestions of books, web sites and videos for young readers, helpfully divided by subject.

Chapter 6 : Growing Up in Slavery: Stories of Young Slaves as Told By Themselves | Awards & Grants

Growing Up in Slavery: Stories of Young Slaves as Told By Themselves by Yuval Taylor, Kathleen Judge Ten slavesâ€”all under the age of 19â€”tell stories of enslavement, brutality, and dreams of freedom in this collection culled from full-length autobiographies.

Chapter 7 : Children and Youth in History | Childhood and Transatlantic Slavery

** what it was like to grow up in slavery; * how slaves were denied the rights called for in the Declaration of Independence; * a slave's fear of being sold away from friends and family at any time.*

Chapter 8 : Growing Up in Slavery | Underground Railroad Student Activity | www.nxgvision.com

DOWNLOAD PDF GROWING UP IN SLAVERY

Ten slaves—all under the age of 19—tell stories of enslavement, brutality, and dreams of freedom in this collection culled from full-length autobiographies. These accounts, selected to help teenagers relate to the horrific experiences of slaves th.

Chapter 9 : Growing Up in Growing up in Slavery by Sylviane A. Diouf (, Hardcover) | eBay

Culled from full-length autobiographies, the voices of ten slaves--all under the age of nineteen--describe the full range of slave experiences, from starvation, torture, and violence, to love, laughter, and family life.