



Chapter 10 After You Read

Read each section carefully, then write your answers on a separate sheet of paper.

Comprehension Review

1. What is significant about the law passed by Virginia legislators in 1662?
2. Suppose the status of the father determined whether a child born in the Virginia colony was classified as “slave” or “free.” What effect would this have had on the population of enslaved Africans in the colony?
3. Who were the Quakers and how were they significant to Africans?
4. How did the Quakers prevent the sale of Africans out of the Pennsylvania colony?
5. Identify three ways that Africans responded to the legalization of enslavement.
6. Which of the actions described in your response to Question 5 was negated by a law passed in Virginia in 1667?
7. What alliance did the legislature of South Carolina seek to destroy in 1740?
8. What was the effect of the law described in the question above?
9. Why did the South Carolina legislature place an extremely high tax on the importation of Africans into the colony?

Center Your Thinking

10. The author states that “all things that are legal are not necessarily moral.” Discuss the meaning of this statement with classmates. Then make a list of actions that are legal in our modern society but that you feel are immoral. Compare the entries in your list with those of other students. Identify the action listed most often and what you could do to demonstrate your opposition to it.

Vocabulary and Concept Development

1. How did the term *durante vita* affect the lives of enslaved Africans?
2. Why did the *adage* “learn to work work or work will work you” help Africans during the enslavement?
3. Could it be said that the Quakers formed an *alliance* with Africans? Explain why.
4. What does the author mean when he states that “Georgia was outstripped economically by the other colonies”?

Reading a Timeline

Use Unit 3 and Chapter 10 timelines to complete the following:

1. Arrange the following in chronological order:
 - a. Georgia legalizes slavery.
 - b. North Carolina passes a law for complete control over Africans.
 - c. Massachusetts legalizes slavery.
 - d. Virginia prohibits African Christians from exemption from slavery.
 - e. Delaware formalizes the enslavement of Africans.
2. Why do you think South Carolina legislation included Native Americans in the enslavement law.
3. According to the Chapter 10 timeline and the Slavery Creeps Into Law chart on page 90, which Northern states supported slavery from 1619 to 1755?

nations, and the Eastern Seaboard colonies. The idea was to prevent Native Americans in Florida from threatening the colonies. By 1749 Georgia, outstripped economically by the other colonies, decided that it too should permit enslavement. In 1755 Georgia developed a slave code that was reworked and strengthened in 1765 to achieve absolute domination of Africans.

Georgia's slave codes provoked a number of revolts and runaways among the enslaved. Historian Donald Grant writes in *The Way It Was in the South—The Black Experience in Georgia*: (see Origins, pp A1-8 and Journey B6)

"Fear of slave revolts was a paramount concern of Southern whites, and runaways were a fact of life."

"The massive number of slave runaways during the Revolution and northern Florida's armed camps of fugitive slaves from Georgia offer compelling evidence of this."

In its efforts to stifle resistance and rebellion, Georgia resembled a police state. Even so, it could not curb the widespread uprisings.

According to Grant, an overseer was lured into a swamp and killed after threatening to whip an enslaved man. In 1797, a gang of recently acquired African captives killed a planter; in another incident, two captives were burned alive for killing an overseer. So numerous were revolts that planters confessed in their journals that they feared their captives might try to kill them.

There is no way to determine the actual number of revolts in Georgia. Most incidents were not mentioned in the newspaper. Editors suppressed these accounts, fearing such news would only encourage more rebellions if the information became public knowledge and word got out to the enslaved.

THE DILEMMAS OF ENSLAVEMENT

The laws that were passed legalizing the enslavement of Africans reflected the racial attitudes of the times. Many of the colonists had made themselves believe that Africans were not

human and therefore were "inferior," not only to themselves, but also to the entire white race.

The colonists justified their enslavement of Africans by denying that Africans were a highly civilized people with traditions and customs that had been greatly admired thousands of years before Europe existed. The colonists also chose to ignore early European and Arab accounts of the flourishing civilizations they encountered when they traveled to Africa. The suppression of information about Africa became an active habit among European writers who could not reconcile Africa's rich legacy with the European myth of African inferiority. One writer, George Hegel, wrote:

"Let us forget about Africa, never to return to it, for Africa is no part of the historical globe."

Kept ignorant of African achievements, the masses of white people went along with the opinions of the leading political, religious, and academic authorities, and believed in African inferiority.

As long as whites held to their own racial superiority myth, they could dismiss their guilt for enslaving Africans. In fact, they could argue that because they were "superior" they had a right to enslave Africans. Of course this was a false notion, but it worked in the minds of the whites who believed it.

Benjamin Bannaker (see New Horizons, pp. C6), an African American astronomer, clockmaker, farmer, almanac writer, and surveyor, challenged the false notion of African inferiority. In a letter to Thomas Jefferson, then Secretary of State, Bannaker argued that it was absurd to think of Africans as an inferior race. Bannaker's letter demonstrated that Africans had the same reasoning powers and literary skills as the colonists. He also challenged the religious principles of the colonists by pointing out that if they believed in God and His equal and impartial distribution of life, liberty, and the pursuit of happiness for all men, they were in direct contradiction of God's law in their use of fraud and violence to enslave Africans.

opened its borders to enslavement by sanctioning for it in 1682.

Africans had limited opportunity to oppose the flood of legislation that was being generated by a fearful white population. They responded to the ever-tightening grip of enslavement in several ways. First, they reached out to the Native Americans, in some cases fleeing to their territories. Secondly, they sought to maximize their population by maintaining their health and outliving their **persecutors**. During this period the **adage**, or saying, “learn to work work or work will work you” became popular. This meant that Africans had to work with deliberateness, not with speed, in order to conserve their strength. Thirdly, they thought that by becoming Christian they could undercut the white Christians’ prejudice.

In 1667, Virginia passed a law that prevented Africans from claiming **exemption** from enslavement because they were Christians. The law reads in part:

“Baptism does not alter the condition of the person as to his bondage or freedom.”

Every door that had been opened to whites, indentured or free, was now closed to Africans. It was another short step in a series of laws that legalized the permanent enslavement of Africans throughout the colonies.

Despite the efforts of Africans to oppose their enslavement, the white enslavement of Africans increased. To counteract this, a sizable number of Africans allied themselves with Native Americans. By 1740 South Carolina whites had seen enough of the **alliance** between Native Americans and Africans to pass legislation allowing for the enslavement of Native Americans and Africans. In this way, any African declaring that he or she was Native American could still be enslaved. Furthermore, Native Americans also were in danger of being enslaved, whether or not they supported Africans.

The Treaty of Utrecht in 1713 had granted England a monopoly in the European Slave Trade. Soon afterward, so many Africans were being brought into the Carolinas that some whites feared the colonies would become overly populated with Africans. The South Carolina legislature feared that Africans would soon outnumber whites. They placed an extremely high tax on the importation of Africans and the colonies encouraged the aggressive immigration of whites.

Georgia, which was the last of the 13 colonies to import enslaved Africans, had been planned as a frontier colony to serve as a buffer between the Native Americans, particularly the Muskogee

Enslavement Creeps into Law	
1619	Africans indentured in Jamestown
1639	Maryland passes a law prohibiting use of Christian baptism to free Africans from enslavement
1641	Massachusetts becomes first colony to legalize enslavement
1661	Enslavement for life written into law in Virginia
1662	Virginia becomes first colony to use the term <i>slave</i> to describe the condition of permanent enslavement
1663	Maryland passes a law that enslaves Africans in its colony <i>durante vita</i> , or for life
1682	Virginia declares that all servants brought into the colony from non-Christian or nonwhite countries would be slaves
1708	Rhode Island allows the enslavement of Africans
1715	North Carolina passes a law giving the colony complete control of Africans
1721	Delaware formalizes the institution enslavement
1740	South Carolina passes legislation to enslave Native Americans and Africans
1749	Georgia permits the importation and use of enslaved Africans
1750	Laws are permanently in place to establish Africans as inferior
1755	Slave codes introduced in Georgia.



In the late 1600s, the Germantown Quakers in Pennsylvania adamantly opposed enslavement. In this Jacob Lawrence painting, they join with free Africans to protest the sale of enslaved Africans in the colony.

refused freedom from their indentureship contracts, created a whole class of people whom the colonists called “slaves.” Maryland followed Virginia with legislation at its 1663–64 legislative session, making a law that recognized the permanent servitude of Africans. Africans could be held *durante vita*, the Latin words for “during life.” Delaware also enslaved Africans during this time, but they did not formalize the institution of enslavement until 1721.

EARLY OPPOSITION TO ENSLAVEMENT

There were whites who opposed the enslavement of Africans as unfair and unjust. Pennsylvania had a population of indentured Africans as early as 1639, but in 1688 there was a large protest against enslavement led by the Germantown Quakers. Eight years later the Quakers, a religious group, renewed their assault on the institution of enslavement with

another protest. By 1700 the Quakers and the Africans had lost the struggle to keep slavery from overtaking the indentured status. Opposition remained strong and the Quakers were able to prevent the sale of Africans out of the Pennsylvania colony. They discouraged the importation of enslaved Africans by placing excessive taxes on every enslaved African brought into the colony. Unfortunately, the Quaker spirit would not win the day.

Enslavement Becomes Permanent

Enslavement existed in colonies like North Carolina and South Carolina before it was defined as such. In 1669 North Carolina had given individual slaveholders absolute power and authority over the Africans they enslaved. In 1715 the legislature of North Carolina passed a law that gave the colony control over the entire population of enslaved Africans. South Carolina

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AS YOU READ

- How did enslavement become legalized in the colonies?
- How did the colonists ensure the permanent enslavement of Africans?

Chapter Outline

- The Hammer of Enslavement Falls
- Enslavement Becomes Permanent

Vocabulary

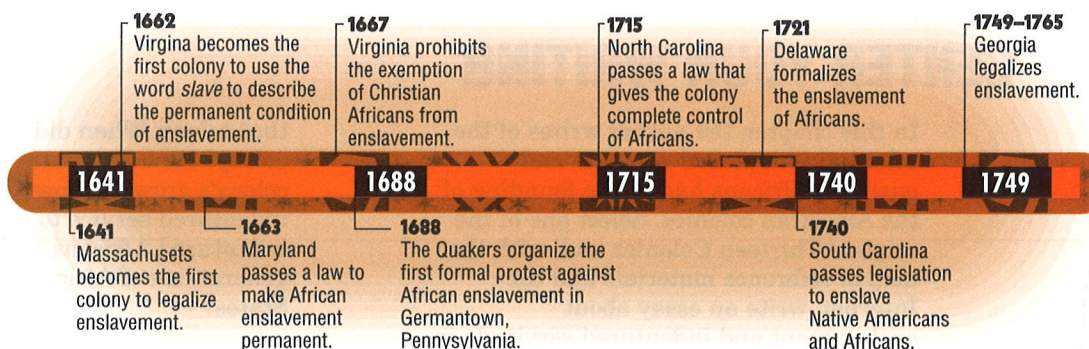
• *durante vita* • persecutors • adage • exemption • alliance

The Hammer of Enslavement Falls

The passage from the state of indenture to enslavement did not take long in the American colonies. Barely 40 years after the arrival of the first Africans in Jamestown, the legal situation began to change rapidly. While Massachusetts legalized certain aspects of enslavement in 1641, it was Virginia that established the concept of African enslavement in law. In 1662 Virginia became the first colony to use the word *slave* to designate an already existing condition. The Virginia legislators passed a law to regulate enslavement that read in part:

"Whereas some doubts have arisen whether children got by any Englishman upon a negro woman should be slave or free, be it enacted . . . : that all children born in this country shall be held bond or free only according to the condition of the mother."

Obviously a significant number of African women were having children by Englishmen. This number, added to the many Africans who had been



Reading a Timeline

Use Unit 3 and Chapter 9 timelines to complete the following:

1. How quickly after arrival in Jamestown did the English begin the dislocation process of Africans?
2. How long before the Enslavement for Life Law did Antonio Johnson
 - a. hire an indentured African?
 - b. acquire 250 acres of land.?
3. Why is it significant that Antonio took a surname in 1641?
4. Compare similarities and differences between Antonio Johnson and Phillis Wheatley.

GLOBAL connection

Prepare a short script to read to the class concerning human beings held against their will and used as workers to profit those in charge. Contrast and compare enslaved Africans in America working in the fields with Holocaust victims who spent World War II working in such places

as munitions factories. Include in your script the risks to health and safety in either case. Use the Internet to locate knowledgeable African Americans and African American Web sites, as well as Holocaust survivors, to gather authentic information for your script.

Multiple Perspectives

Review in this chapter the differences between indentured Africans and enslaved Africans. To illustrate these differences, form two-person teams with one person playing the role of an indentured servant and the other an enslaved African. Choose an interviewer who will ask each team member the following questions, to be answered according to the role being played:

1. How did you get to be an indentured person or an enslaved person?
2. What kind of work do you do and how many hours do you work?
3. Does the person you work for own you?
4. When will your servitude or enslavement end?
5. Will you be paid for your work?

CENTER YOUR WRITING

In this chapter, the author writes of the role that indentured servants and enslaved Africans had in the founding of the American colonies. Select one of the original Thirteen Colonies and, with the help of reference materials and the Internet, write an essay about enslavement and indentured servitude in

that colony. When did each start in the colony? How important were they to the colony's growth? How did the change from indentured service to enslavement affect indentured Africans and future generations of Africans in the United States?