# Routes and Resistance

Read how Atlantic trade shaped colonial life and how people opposed slavery.

**SS24.6.6** "Trace the economic and cultural interactions across continents and the colonies resulting from the triangular trade routes, including the forced migration of Africans through the transatlantic slave trade and experiences of the Middle..."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline two links between places in the trade routes, circle descriptions of work in two different colonial regions, and write 1 beside an unfair slave code and 2 beside a way people opposed slavery.

### Across the Atlantic

1. Imagine a ship leaving a European port with cloth and metal goods. Traders carried such goods to West Africa, where some exchanged them for people captured through warfare or kidnapping. Those people were forced aboard ships crossing the Atlantic. During the Middle Passage, many endured crowded spaces, disease, hunger, and violence; many died. In the Americas, enslavers sold survivors and forced them to labor. Ships then took colonial products, including sugar and tobacco, to Europe. These linked routes brought profits and goods across continents while tearing African families and communities apart.

2. Work and daily life differed across colonial regions, but enslaved people in each region were denied freedom. In the Chesapeake, many worked on tobacco farms. In South Carolina, many grew rice on large plantations, often in hot, wet fields. In northern colonies, enslaved people worked in homes, shops, ports, and on farms, sometimes alongside free workers. Enslaved Africans also carried knowledge, languages, food traditions, and skills across the ocean. Their knowledge helped shape colonial farming and culture, even as enslavers claimed the value of their labor and tried to control their lives.

3. Colonial lawmakers wrote slave codes that treated enslaved people as property and limited where they could travel or gather. These rules protected enslavers' power, not equal rights, and punishment could follow even small acts of defiance. Enslaved people resisted in different ways: some kept family ties and cultural practices alive, some slowed work, and others escaped. Some free people, including Quaker abolitionists, spoke against slavery and petitioned lawmakers to end it. Resistance carried serious risks, yet each action challenged the idea that people could be owned.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. How could the trade routes bring profits to traders while harming African communities? Use two details from the passage.

2. How was enslaved people's work in the Chesapeake different from their work in northern colonies? What did their experiences have in common?

3. Whose power did slave codes protect, and what example from the passage shows that these laws were unfair?

4. How did one form of resistance by enslaved people differ from an action taken by Quaker abolitionists?

## 3 YOUR TURN

Your own words

Imagine a rice-harvesting basket used on a colonial South Carolina plantation. Write a four-sentence museum label that connects the basket to forced migration and trade, explains a contribution Africans made to colonial life, identifies an unfair slave code, and ends with a question about resistance.

ANSWER KEY

# Routes and Resistance

GRADE 6 · SS24.6.6

## PART 1 · READ AND MARK

Underline two links between places in the trade routes, circle descriptions of work in two different colonial regions, and write 1 beside an unfair slave code and 2 beside a way people opposed slavery. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | How could the trade routes bring profits to traders while harming African communities? Use two details from the passage. | **Traders profited from exchanging goods and selling colonial products. Africans were forced across the Atlantic, and families and communities were torn apart.** |
| 2 | How was enslaved people's work in the Chesapeake different from their work in northern colonies? What did their experiences have in common? | **Many worked on tobacco farms in the Chesapeake, while enslaved people in northern colonies worked in homes, shops, ports, and on farms. In both regions, they were denied freedom.** |
| 3 | Whose power did slave codes protect, and what example from the passage shows that these laws were unfair? | **Slave codes protected enslavers' power. They treated enslaved people as property and limited their travel or gatherings.** |
| 4 | How did one form of resistance by enslaved people differ from an action taken by Quaker abolitionists? | **Some enslaved people escaped or slowed work, while Quaker abolitionists spoke against slavery and petitioned lawmakers to end it.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

This imagined basket stands for rice grown by enslaved workers in colonial South Carolina. Atlantic trade forced Africans across the ocean while colonial goods traveled to Europe. Africans brought farming knowledge that shaped colonial life, yet slave codes limited where enslaved people could travel. How might workers have resisted these unfair rules?

Accept other accurate route links, regional comparisons, or examples of resistance supported by the passage. For the museum label, look for all four requested connections and a question about resistance.