

## **The Evolution of Slavery In Barbados**

### **Welcome**

The history of Barbados, an eastern Caribbean island, directly relates to the idea of freedom and movement throughout the world. In our research, we highlight Barbados' specific history between the late 1600s through the early 1800s to represent three main ideas regarding slavery and travel: the history leading up to Bussa's Rebellion (1816), the events surrounding the Slavery Abolition Act of 1833, and the Triangular Trade Route.

Further information regarding sources and the history of slavery in Barbados can be found throughout the rest of our website.

<http://www.nationalarchives.gov.uk/wp-content/uploads/2014/03/co-28-85-s4b11.jpg> (A written letter from Colonel Edward Codd in late April after Bussa's Rebellion)

<http://www.dloc.com/CA01200023/00001/6j?search=barbados+%3dwaller> (A map of the Leeward Islands as drawn by traveler, John Augustine Waller)

<http://lcdl.library.cofc.edu/lcdl/catalog/lcdl:46045> (A portion of one of the Newton plantation slave lists)

<http://www.dloc.com/CA01200023/00001/13x?search=barbados+%3dwaller> (A drawing of Carlisle Bay and Bridge Town from John Augustine Waller's travel journal)

### **Timeline**

A Timeline of History

An informative timeline regarding the large events surrounding freedom and movement throughout Barbados' history. The timeline provides a large-scale picture of the islands' impact on the rest of the world, especially the Americas and Europe.

[https://docs.google.com/spreadsheets/d/e/2PACX-1vTuawIP42U0icWUispHx\\_-aQjnXPA9bXsDmSmcnWC47BbeCHolAPjga\\_CCgBtJvEShmsJo4Rnjzn1Qk/pubhtml](https://docs.google.com/spreadsheets/d/e/2PACX-1vTuawIP42U0icWUispHx_-aQjnXPA9bXsDmSmcnWC47BbeCHolAPjga_CCgBtJvEShmsJo4Rnjzn1Qk/pubhtml)

[https://www.youtube.com/watch?v=p6O\\_r-dWC94](https://www.youtube.com/watch?v=p6O_r-dWC94) (An accessible audio recorded version of the timeline.)

### **SOURCES:**

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Codd, Edward. "Report of the Insurrection." Received by James Leith, The National Archives, 25 Apr. 1816, [www.nationalarchives.gov.uk/education/resources/bussas-rebellion/source-4a/](http://www.nationalarchives.gov.uk/education/resources/bussas-rebellion/source-4a/).

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<http://hdl.handle.net/2027/heb.04578.0001.001>.

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Martin, R. Montgomery. British Colonies: Their History, Extent, Condition, and Resources. London, London Print. and Pub. Co. Print.

Newman, Simon P. "Barbados." A New World of Labor: The Development of Plantation Slavery in the British Atlantic, University of Pennsylvania Press, 2013, pp. 54–68. JSTOR, [www.jstor.org/stable/j.ctt3fhj7n.6](http://www.jstor.org/stable/j.ctt3fhj7n.6). Waller,

Waller, John Augustine. "Barbados." Voyage in the West Indies: Containing Various Observations Made during a Residence in Barbadoes, and Several of the Leeward Islands, R. Phillips, 1820, pp. 3–6. West Indies Collection.

## **Triangular Trade**

### **The Triangular Trade Route**

Below is an informational and interactive map of the Triangular Trade Route between Europe, Africa, and the Americas. The map primarily highlights the goods created and traded between areas, including the buying and selling of Africans as slaves. Following the map, the three stages of the trade route are defined and described.

<https://uploads.knightlab.com/storymaps/ec9d1ad09c7896eb788e77814cc7821e/triangular-trade-route/index.html>

## **STAGES**

Begin with stage one and continue throughout the three stages of information regarding the Triangular Trade route.

### **STAGE 1**

#### **Stage 1**

Location: Europe

A drawing representing the British Empire's control over Africa.

Slave ships from Britain left mainland ports for West Africa. Some of the ports included London, Liverpool and Bristol. The ships carried primarily manufactured goods, such as cloth, guns, and ironware that had been made in Britain. Later on the West African coast, these goods would be traded for men, women, and children who had been captured as slaves.

PHOTO SOURCE: CC

"British Empire." Wikipedia, Wikimedia Foundation, 10 Dec. 2017, [en.wikipedia.org/wiki/British\\_Empire](http://en.wikipedia.org/wiki/British_Empire).

### **STAGE 2**

#### **Stage 2**

Location: West Africa

European traders bought enslaved people from traveling African dealers - even families were separated. Slaves were held captive until a ship arrived and took them away. The slaves were then sold to either European or African captains. Captains would often take 3-4 months to look along the coast for the fittest and cheapest slaves. The ships would then sail the "Middle Passage" which was a long journey along the West Indies. During the journey, the slaves were densely packed onto ships and mistreated. There were many cases of violent resistance by Africans against slave ships and their crews. Some attacks were from the shore by "free" Africans against the ships, or the revolts were on board by the slaves.

A model of a slave ship. The slaves were often tightly packed on one of the lower decks of the ship.

PHOTO SOURCE: CC

Lu, Kenneth. Wikimedia Commons,  
[commons.wikimedia.org/wiki/File:Kenneth\\_Lu\\_-\\_Slave\\_ship\\_model\\_\(4811223749\).jpg](https://commons.wikimedia.org/wiki/File:Kenneth_Lu_-_Slave_ship_model_(4811223749).jpg).

### STAGE 3

#### Stage 3

Location: West Indies

In the West Indies, enslaved Africans would be sold to the highest bidder at auctions. Once bought, enslaved Africans would work for nothing on plantations, they belonged to their owners and had no rights. They were punished harshly. Slaves revolted and resisted in many ways. Some slaves took their own lives, slowed down the pace by pretending to be ill, or caused fires and "accidentally" broke tools. Two-thirds of enslaved Africans taken to the Americas ended up working on sugar plantations. Money made from the sale of sugar, coffee, and tobacco were bought and carried back to Britain. The ships were loaded with produce for the voyage home. A decorative map created by A.J. Johnson in 1864.

PHOTO SOURCE: CC

Johnson, A.J. "1864 Johnson Map of the West Indies and Caribbean." Wikimedia Commons,  
[commons.wikimedia.org/wiki/File:1864\\_Johnson\\_Map\\_of\\_the\\_West\\_Indies\\_and\\_Caribbean\\_-\\_Geographicus\\_-\\_WestIndies-johnson-1864.jpg](https://commons.wikimedia.org/wiki/File:1864_Johnson_Map_of_the_West_Indies_and_Caribbean_-_Geographicus_-_WestIndies-johnson-1864.jpg).

### Post-Emancipation

#### Post-Emancipation

Slavery, abolished in 1834, was followed by a four-year apprenticeship period during which free men continued to work a 45-hour week without pay in exchange for living in the tiny huts provided by the plantation owners. Freedom from slavery was celebrated in 1838 at the end of the apprenticeship period with over 70,000 Barbadians of African descent taking to the streets with the Barbados folk song:

"Lick an Lock-up Done Wid, Hurray fuh Jin-Jin (Queen Victoria).

De Queen come from England to set we free

Now Lick an Lock-up Done Wid, Hurray fuh Jin-Jin ."

A statue referred to as "Freed from the Shackles." It is a reminder of Barbados' emancipation.

Full Freedom from slavery was celebrated in 1838 at the end of the apprentice period with over 70,000 Barbadians of African descent taking to the streets to celebrate. Today, Emancipation Day is celebrated as a national holiday on August 1st.

The former slaves took advantage of the superb education available on the island. Wanting more than to just be sugar cane laborers, some former slaves became office holders, some worked common jobs, and others stayed in the agriculture labor business.

Many Barbadians refer to the statue as Bussa, the name of a slave who helped inspire a revolt against slavery in Barbados in 1816. Bussa was born a free man in west Africa, but was captured and transported to Barbados to work as a slave. He is one of Barbados' National Heroes.

#### Additional Information

Below are links and embedded materials relating to the findings of the research. The British National Archives is linked, an aerial view of the Bussa Emancipation Statue is provided, and a word document converted from the original writings of Ian R. Clayton is embedded for your personal advancement in learning the material.

#### THE BRITISH NATIONAL ARCHIVES

(<https://www.nationalarchives.gov.uk/education/resources/bussas-rebellion/>)

Here is a video that depicts the aerial view of the Bussa Emancipation Statue. This will give you a visual of what this statue must currently mean to the citizens of Barbados. You could imagine what this would mean to those who erected it post-emancipation.

The original writings of Ian R. Clayton. Mr. Clayton is a published author who focuses his work primarily on the marketing side of traveling and business. He spent part of his time writing for many different Caribbean Islands, including historic, geographic, and economic expansion.

#### Sources:

Archives, The National. "Bussa Rebellion." The National Archives, The National Archives, 20 May 2014. [www.nationalarchives.gov.uk/education/resources/bussasrebellion/](http://www.nationalarchives.gov.uk/education/resources/bussasrebellion/).

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Guide, Barbados.org Travel. "Things To Do." The Emancipation Statue, Barbados- Also Known as Bussa, Barbados Tourism Encyclopdedia, [www.barbados.org/bussa.htm](http://www.barbados.org/bussa.htm). realityweekends.

"Bussa Emancipation Statue - Barbado Aerial Stock Video." Youtube, Youtube, 23 Feb. 2017, [www.youtube.com/watch?v=u1EOQOLyCvE&feature=youtu.be](http://www.youtube.com/watch?v=u1EOQOLyCvE&feature=youtu.be).

#### Personal Accounts

Slave Profiles

Below are real slave accounts of a select few individuals who traveled through the West Indies. Each story brings a different perspective of slavery across the world.

#### Venture Smith

Venture Smith was born in the early 1720s as "prince of the tribe of Dukandarra, in Guinea." He was captured during war and shipped from Barbados to Rhode Island via the Middle Passage.

"After an ordinary passage, except great mortality by the small pox, which broke out on board, we arrived at the island of Barbadoes: but when we reached it, there were found out of the two hundred and sixty that sailed from Africa, not more than two hundred alive. These were all sold, except myself and three more, to the planters there," Venture describes (page 13).

Venture continues to explain the journey his family made as they fled from enemy tribes nearby his home town. Unfortunately, Venture and his family were captured and eventually sold into slavery. After his encounters in the West Indies, he traveled to the Americas and landed in Rhode Island. He continued his life and married another slave, Meg. Venture continued his life by purchasing his family's and friend's freedom, then residing on his own land.

A map that depicts the possible slave regions in West Africa. Venture's homeland in Guinea may have been located near the Senegambia and Sierra Leone regions.

#### SOURCES:

"File:Africa Slave Regions.svg." File:Africa Slave Regions.svg - Wikimedia Commons, commons.wikimedia.org/wiki/File:Africa\_slave\_Regions.svg.

Smith, Venture. "Venture Smith, 1729?-1805. A Narrative of the Life and Adventures of Venture, a Native of Africa: But Resident above Sixty Years in the United States of America. Related by Himself." Documenting the American South, The University of North Carolina at Chapel Hill, 2000, docsouth.unc.edu/neh/venture/venture.html.

#### James Gronniosaw

The inspection of a slave before he was sold.

James Albert Ukasaw Gronniosaw was a Muslim man from modern day northern Nigeria.

James was born in the small city of Bournou, and he had five other siblings. He calls himself one of the princes of Bournou, merely because his mother was a daughter of the king. He was heavily devoted to his faith, and he describes his relationship with God, the heavens, and his family in his account.

"I had, from my infancy, a curious turn of mind; was more grave and reserved in my disposition than either of my brothers and sisters. I often teased them with questions they could not answer: for which reason they disliked me, as they supposed that I was either foolish, or insane. 'Twas certain that I was, at times, very unhappy in myself: it being strongly impressed on my mind that there was some GREAT MAN of power which resided above the sun, moon and stars, the objects of our worship," he said on page 1.

James was simply another African man who traveled via the Middle Passage. He was then bought by an American in Barbados. James documented his life story starting off when he was enslaved at the age of 15. James was sold on the island of Barbados. After many years on the island, James traveled to the Americas. He ended up living most of his enslaved life in New York City.

#### SOURCES:

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#### Olaudah Equiano

The front cover of Oladuah's autobiography. During his life, he was also called Gustavus Vassa. Olaudah Equiano was born in a small village near present-day Nigeria. He was kidnapped and forced into slavery at the age of 11. He eventually traveled with over 200 other slaves to Barbados.

"On the passage we were better treated than when we were coming from Africa, and we had plenty of rice and fat pork. We were landed up a river a good way from the sea, about Virginia county, where we saw few or none of our native Africans, and not one soul who could talk to me. I was a few weeks weeding grass, and gathering stones in a plantation; and at last all my companions were distributed different ways, and only myself was left. I was now exceedingly miserable, and thought myself worse off," Olaudah said (Page 90).

After arriving in Virginia, Olaudah was purchased by a lieutenant in the British navy. He gained his freedom in 1768, then spent the rest of his life in England. After he settled in England, he worked to abolish slavery. He told others about his personal experiences and the harsh realities of the slave trade.

#### SOURCES:

Equiano, Olaudah. "The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself. Vol. I: ." Documenting the American South, The University of North Carolina at Chapel Hill, 1998, [docsouth.unc.edu/neh/equiano1/equiano1.html#p43](http://docsouth.unc.edu/neh/equiano1/equiano1.html#p43).

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About Our Class

GHS 210 Freedom and Movement in the Transatlantic World

What is freedom? How was freedom understood during the Age of Exploration? Did freedom have the same associations then as it does today? What do the transatlantic slave system and the rise of capitalism reveal about the shifting meanings of freedom? How have revolutionary movements and the struggles of displaced people enriched our understanding of freedom? How do contemporary free trade and migration further challenge conventional notions of what it means to be free? This course will address these questions by exploring the transcontinental and transoceanic movements of people, ideas, and capital across Africa, the Americas, and Europe.

GHS Student Learning Objectives:

1. Students will practice employing a conceptual framework for global and historical studies which appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
2. Students will approach the topic from a variety of sources and disciplines—including the arts, the humanities. and the social and natural sciences.
3. Students will understand the benefits and challenges of living in a culturally diverse and increasingly globalized world.

4. Students will continue development of skills of expository writing