

## SUGAR AND SLAVERY SOURCES

*The Sugar Hogshead, 1846*

**THE SUGAR BARRICADE.**  
 From the Original Picture in the Possession of M<sup>rs</sup> Wallcut.

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#### Document 4

*Richard Ligon, a sugar planter, A True & Exact History of the Island of Barbados, 1673*

It has been accounted a strange thing, that the Negroes, being more than double the number of Christians that are there, and they accounted a bloody people...that they should not commit some horrid massacre upon the Christians thereby to enfranchise themselves and become masters of the island. But there are three reasons that take away this wonder: the one is, they are not suffered to touch or handle any weapons; the other, that they are held in such awe and slavery as they are fearful to appear in any daring act...the third reason...is that they are fetched from several parts of Africa who speak several languages, and by that means one of them understands not the other...Now for the masters...they are men of great abilities and parts, otherwise they could not go through such great works as they undertake; the managing of one of their plantations being a work of such latitude as will require a very good headpiece, to put in order and continue it so.

H-

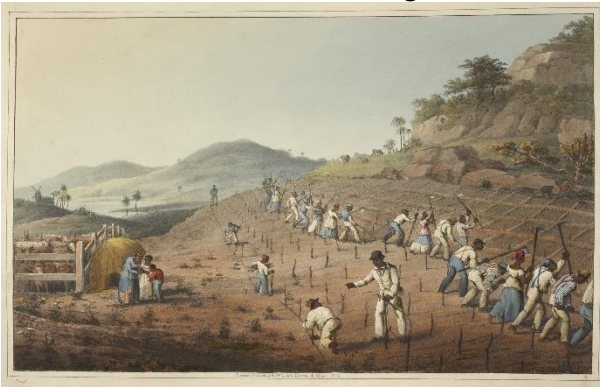
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#### Document 5

*From W. Clarke, "Ten Views of Antigua," 1823*



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#### Document 6

*Advertisement for East India Sugar Basins, 1829*

**EAST INDIA  
SUGAR BASINS.**

**B. HENDERSON,  
China-Warehouse,  
RYE-LANE, PECKHAM,**

Respectfully informs the Friends of Africa,  
that she has on Sale an Assortment of *Sugar  
Basins*, handsomely labelled in Gold Letters:  
"East India Sugar not made by Slaves."

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British Abolition Movement?

## Document 7

### *Importation and Population Statistics for the British West Indies of the 18<sup>th</sup> Century*

Year	Barbados Slave Imports	Barbados Total Black Population	Jamaica Slave Imports	Jamaica Total Black Population	Leeward Islands Slave Imports	Leeward Islands Total Black Pop.
1640-1650	18,700		?		2,000	
1670		30,000		7,000		3,000
1651-1675	51,100		8,000		10,100	
1680		50,000		15,000		9,000
1676-1700	64,700		77,100		32,000	
1713		45,000		55,000		30,000

*Inferences...*

## Document 8

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## Document 9

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## Document 10

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## **DBQ ESSAY OUTLINE**

**Prompt:** Analyze the economic, social, and political consequences of sugar in the trans-Atlantic context in the seventeenth and eighteenth centuries.

### **Source Grouping**

Argument 1 Economic:	Argument 2 Social:	Argument 3 Political:
Source #s:	Source #s:	Source #s:

### **Introduction (Contextualization/Thesis)**

### **Outline**

Body 1 Topic Sentence:

Source Grouping #s:

Outside Evidence:

Body 2 Topic Sentence:

Source Grouping #s:

Outside Evidence:

Body 3 Topic Sentence:

Source Grouping #s:

**DBQ RUBRIC****CONTEXTUALIZATION****Describes a broader historical context relevant to the prompt.**

*The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.*

**THESIS / CLAIM****Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.**

*The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*

**DOCUMENTS, EVIDENCE, & ANALYSIS**

	DESCRIBES	SUPPORTS	EXPLAINS
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			
Doc ____			

Accurately DESCRIBES the content of at least THREE documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using at least SIX documents. These documents should meet (and exceed) the standard set for the description point.

For at least THREE documents, EXPLAINS HOW or WHY the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

HAPP!

**Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.**

*The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*

**Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.**

*The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:*

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

**TOTAL  
POINTS:****/7**