

# THE ATLANTIC SYSTEM (SUGAR AND SLAVERY DBQ)

## SUGAR AND SLAVERY SOURCES

### **Document 1**

Source: *The Sugar Hogshead, 1846*

*E.T. Parris Cartoon Showing English Attitudes Toward Sugar Consumption*



Historical Context-

Audience-

Purpose/Point-

Point of View of Source-

### **Document 2**

Source: *A Letter to a Member of Parliament, 1745 Concerning the Importance of our Sugar- Colonies to Great Britain, by a Gentleman, who resided many years on the island of Jamaica*

Sir, you will remember, that when I had the pleasure of your company, one evening last week, the subject of our conversation was chiefly about the laying on an Additional Duty upon SUGAR which I told you would be a great hardship on the sugar planter in the West Indies...

*First*, in the first place, I will endeavor to convince you, that whatever additional duty shall be laid on sugar, it will be at the cost of the sugar planter...

*Secondly*, I shall show, that an additional duty will be an oppression and discouragement and an unequal load upon our sugar colonies...

*Thirdly*, I shall set forth the great advantages that this nation receives from the sugar colonies, and especially from the island of Jamaica and the great advantages that it will continue to receive...

Sir, I must observe, that the sugar planter is at a vast deal greater expense to make sugar, and bring it to market now since the War than before. His Negro slaves, which is the principle article, the best Gold Coast slaves were sold at Jamaica at \$35 per head... since the war with France, they have been advanced to \$50 per head...

I hope, Sir, that from the premises you will easily conclude, that unless the price of sugar here at market do advance very considerably, the sugar planter can't go on, but will be ruined...

H-

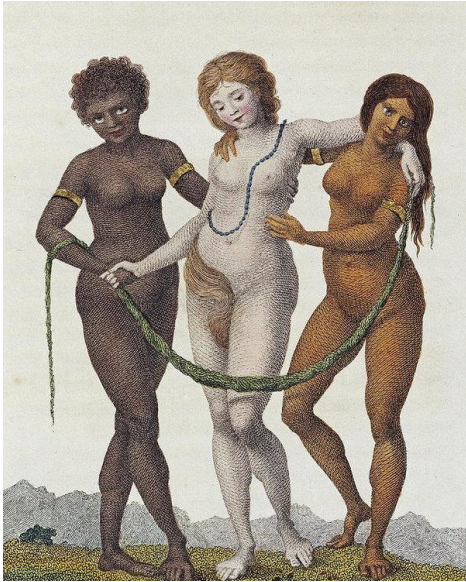
A-

p-

P-

**Document 3**

Source: William Blake, "Europe Supported by Africa and Americas," 1796



H-

A-

P-

P-

**Document 4**

Source: 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-

A-

P-

P-

**Document 5**

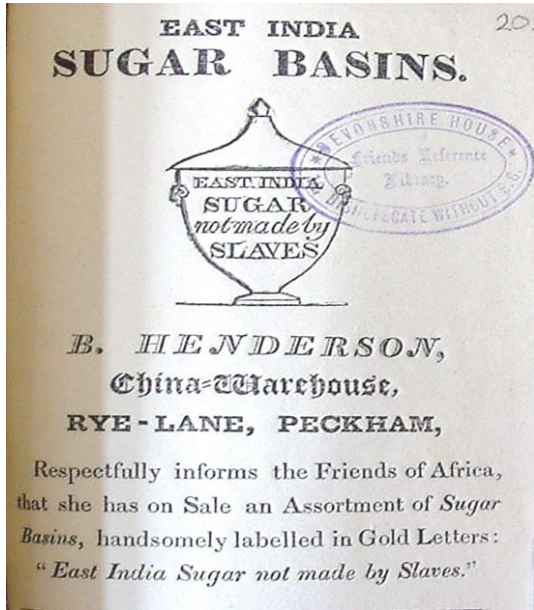
From W. Clarke, "Ten Views of Antigua," sugar production, 1823



H-  
A-  
P-  
P-

**Document 6**

*Advertisement for East India Sugar Basins, 1829*



H-  
A-  
P-  
P-

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                           |

Analyze the chart above. What can you infer about the African slave population in the West Indies throughout the 17<sup>th</sup> and 18<sup>th</sup> centuries?

Why do you think this was the case?

## **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 Paragraph (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:

Outside Evidence:

# 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**