

2 Trade, slavery, and a colonial culture – Part 2

Name: _____ Class: _____ Date: _____

Recall

- You know a trade route moves people as well as goods.
- You have seen a law create a category of person.
- You know two countries can grow closer and more resentful at once.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 The Atlantic economy

Goods, and enslaved Africans and American Indians, were exchanged between Europe, Africa and the Americas. Colonial economies focused on exporting commodities valued in Europe and **gaining new sources of labour**.

Worked example. Labour was part of the economic aim, not a consequence of it.

■ 2 Scale, not participation

All the British colonies participated in the Atlantic slave trade to varying degrees; New England farms used relatively few enslaved labourers, port cities held significant minorities, plantations held large numbers, and the great majority of enslaved Africans were sent to the West Indies.

Worked example. The difference between regions is scale, not whether they participated.

■ 3 Bonds and resistance

Exchanges with Britain encouraged **both** stronger bonds and resistance. Colonists adopted English ideas of liberty and self-government, then measured British policy against them.

Worked example. Anglicisation supplied both the closeness and the grounds of the complaint.

Watch out: “Only the southern colonies had slavery” is false. The CED says all the British colonies participated to varying degrees - a difference of scale.

Practice

2.1 State what was exchanged in the Atlantic economy. [2]

2.2 State the three causes of colonial participation in the slave trade. [3]

2.3 State what the new racial laws did. [2]

2.4 Explain how the same exchanges produced closeness and resistance. [2]

2.5 State the two kinds of means enslaved Africans used to resist. [1]
