



**Were their hands clean? Are my hands clean?  
New England and the Triangle Trade**

**Overview**

Students examine local store advertisements from the 18th and 19th centuries to consider how people in our local communities were connected to the triangle trade. They then consider how their own economic choices are related to exploitation and other global issues.

**Grade Level**

5 - 12

**Enduring Understandings**

Slavery existed in the North and was central to the development and growth of the northern economies.

**Topic(s)**

Triangle Trade, Transatlantic Slave Trade, Slavery in the North

**Compelling Question(s)**

How were our communities connected to the triangle trade?

**Historical Thinking Skills**

Sourcing and Evidence; Synthesizing Sources

**Summative Task**

After examining local store advertisements, explain how local community members were connected to the triangle trade.

**Outline**

Activating Prior Knowledge/Building Historical Context:	Worksheets
<p>Review the triangle trade, familiarizing students with the geography and history of the triangle trade.</p> <p><u>Background:</u> It is important for students to understand the economic connections between New England and the West Indies. Our region supplied the slave societies of the Caribbean with food and clothing such as hogs, fowls, turkeys, potatoes, wheat, corn, hay,</p>	<p>Triangular Trade map and Ship Manifest worksheet</p>



oats, and beans, while they supplied us with molasses and sugar, which was distilled into Rum.	
<b>Investigation of Primary Sources</b>	
<p>Examine a shipping news advertisement from a 1768 Portsmouth newspaper. Source the document and connect the ingoing and outgoing ships to the triangular trade map. Students need access to a map that they can use to connect Portsmouth to the West Indies locations. (source and contextualize a primary source)</p> <p>Examine advertisements from Vermont newspapers and identify West Indies goods being sold in Vermont stores: Norwich Advertisement; Brattleboro Advertisement. (close read, source, contextualize, corroborate sources)</p> <p>Students could search in <a href="#">Chronicling America</a> for West Indies goods being sold in their own communities.</p>	<p>Shipping News worksheet</p> <p>Triangle Trade worksheet</p>
<b>Summative Assessment</b>	<b>Summative Assessment</b>
After examining local store advertisements, explain how local community members were connected to the triangle trade.	Explanatory Essay

<b>Extension</b>
Review the term exploitation: The action or fact of treating someone unfairly in order to benefit from their work. Listen to <a href="#">Are my hands clean?</a> Have students identify an issue they care about, such as exploitation, climate change or child labor, and consider how their clothing or other purchases connect. Students write a reflection on how their own economic choices are connected to exploitation and other global issues.

<b>Materials</b>
<p><b>Bibliography and Links</b></p> <p><a href="#">Triangle Trade</a></p> <p>Film: <a href="#">Traces of the Trade</a>--about a New England family that traces their connection to enslavement.</p> <p><a href="#">New England and the African Slave Trade</a></p> <p><a href="#">Slavery in the North</a></p> <p><a href="#">Transatlantic Slave Trade</a></p> <p><a href="#">Digital Memorial to the Transatlantic Slave Trade</a></p>



Contemporary Connections

[Are My Hands Clean?](#)

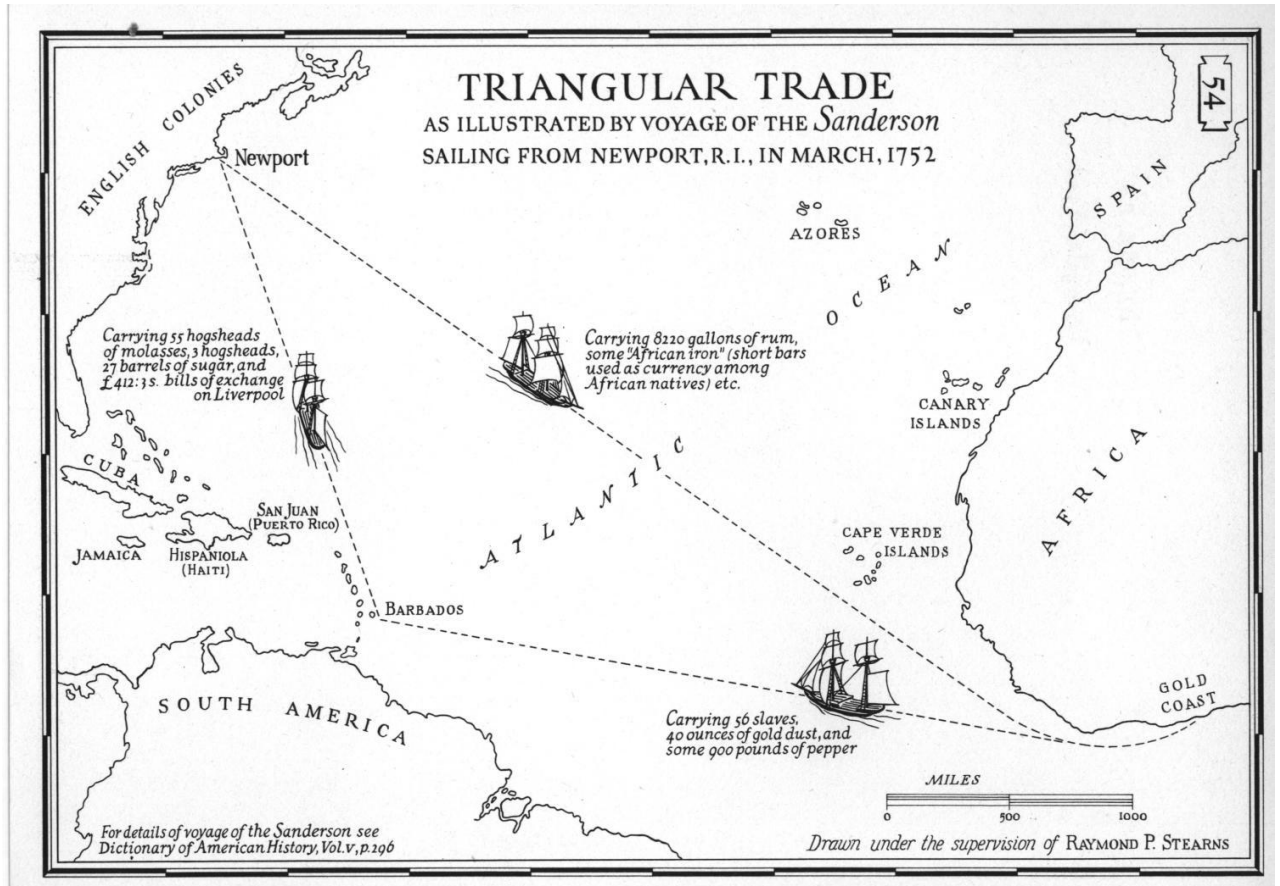
[Between a Rock and a Hard Place: A history of American Sweatshops 1820 - Present](#)

[Made in LA documentary](#)

[T-Shirt Travels](#)

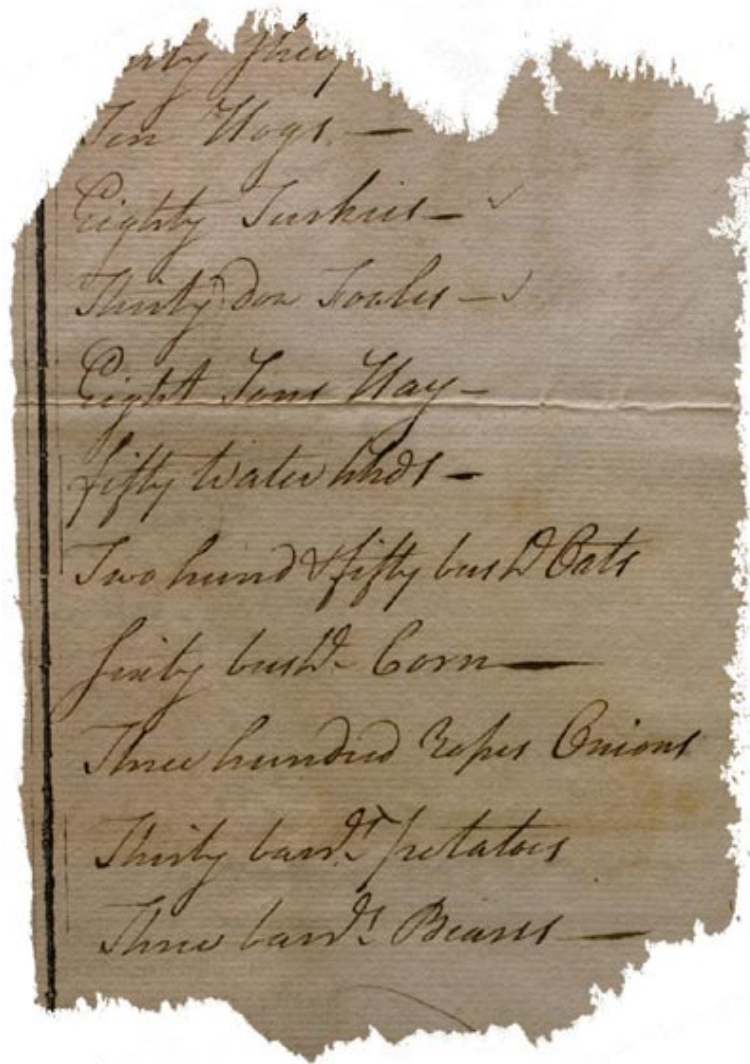
[Glogster Social Action Poster](#)

## Triangular Trade Map and Ship Manifest



1. What did the ship carry from the English Colonies to Africa?
2. What did the ship carry from Africa to Barbados in the West Indies?
3. What did the ship carry from the West Indies to the English Colonies?
4. What do you think the connection is between molasses, sugar, and rum?

## Triangular Trade Map and Ship Manifest



List of goods being shipped to the West Indies from Connecticut  
<https://connecticuthistory.org/connecticut-and-the-west-indies-trade/>

What food was being transported from New England farms to the West Indies? Why do you think the West Indies planters needed to import food?

## Shipping News

<b>Close Read the Document</b>	Read your document out loud to your partner while s/he underlines some or all of the unfamiliar words.
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<b>Sourcing the Document</b>	
What is the document?	
What is the date?	
Where was it published?	

<b>Creating Context</b>	
Find the “inward bound” locations on a map. What region of the world are the inward bound ships coming from?	
Find the “outward bound” locations on a map. What region of the world are the outward bound ships coming from?	
Research brigs, schooners, and sloops. How big were they? Based on what you know about the Triangle Trade, what do you think they carried?	



<p><b>Interpreting the Document</b></p>	<p><i>Your answer should begin with a topic sentence and include evidence from the document.</i></p>
<p>What might you conclude about Portsmouth, NH's connection to the Triangle Trade from this document?</p>	

**Headline:** [No Headline]; **Article Type:** Shipping News  
**Paper:** New-Hampshire Gazette, published as The New-Hampshire Gazette, and Historical Chronicle; **Date:** 08-12-1768; **Volume:** XII; **Issue:** 618;  
**Page:** [3]; **Location:** Portsmouth, New Hampshire  
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**CUSTOM HOUSE PISCATAQUA, AUGUST II.**

<b>INWARD ENTRIES,</b>	<b>FROM</b>
Schooner Deep Bay Packet, M. Wingate,	Barbados.
Schooner Salisbury, Joseph Mead,	Maryland.
Schooner Lovely Betty, John Harris,	St. Kitts.
Schooner Lydia, Benjamin Lunt,	St. Eustatia;
Brig Samuel, Samuel Briard,	Monferrat.
<b>OUTWARD BOUND</b>	<b>FOR</b>
Schooner Deep Bay Packet, M. Wingate,	W. Indies.
<b>CLEAR'D FOR DEPARTURE</b>	<b>FOR</b>
Ship New-Hampshire, Thomas Simpson,	Granada.
Brig Laurell, Edmund Roberts,	Barnstable.
Sloop Philadelphia, Abner Lowell,	Virginia;
Sloop Seneca, Samuel Black,	Halifax.
Brig Phebe, John Lawson,	West Indies.
Brig Charming Molly, Mark Fernald,	Ditto.
Brig Unity, Robert Follet,	Ditto.
Schooner Polly, Daniel Olds,	Connecticut.

