

LESSON TWO: EIGHTEENTH-CENTURY SLAVE CODES

INTRODUCTION

Slavery, itself an institution, was shaped and defined by the formal processes of the Virginia government and the courts. The governor, his Council, and the House of Burgesses legislated the terms of slavery. Initially, the English extended laws regulating indentured servants and apprentices to apply to slaves. In practice, however, African slaves endured harsher punishments and restrictions. From 1640 to 1662, customary law and some specific legislation clearly established the beginnings of Virginia's slave society, making servitude for life the common condition for all newly arrived Africans. Beginning in the 1660s, a slave's status was defined by statutory law, which decreed that the status of a child was determined by the condition of its mother. During the following decade, more laws were enacted that reinforced, or more clearly defined, earlier laws, tightened controls on the movement of the black populace, or set punishments for infractions of the law. In the 1720s and 1730s, more laws were established that tried to ease whites' mounting fears of slave uprisings.

The law became increasingly restrictive over the course of the seventeenth and early eighteenth centuries. Its terms dictated a system of rigid social control: slaves were denied basic rights such as personal choice, legal marriage, and freedom of movement. Philip Vickers Fithian, a tutor for the family of wealthy Virginia plantation owner Robert Carter, provides some insight: "The slaves in this colony are never married, their lords thinking them improper subjects for so valuable an Institution." Manumissions (legally freeing an individual from slavery) were extremely limited until after the Revolution, and severe punishments could be handed down to slaves who disobeyed the rules. Free blacks were also increasingly denied many of the rights accorded to free white men, such as owning guns, holding indentured servants, intermarrying with whites, testifying as witnesses in court against white men, or holding offices of any kind.

OBJECTIVES

As a result of this lesson, students will be able to:

1. Explain how eighteenth-century legal codes codified the institution of slavery.
2. Describe the relationship between the growth of the colonial slave population and the laws restricting their freedom.
3. Determine whether there is a relationship between the passage of specific slave laws and events taking place in the colony of Virginia.
4. Read, interpret, and explain the various eighteenth-century slave codes.
5. Integrate technology into historical inquiry.

MATERIALS

A Selection of Virginia Slave Laws, 1662–1752

Enslaving Virginia Timeline of Events

TI-83 Plus

TIimeSpan™ Application for the TI-83 Plus

NoteFolio™ Application for the TI-83 Plus

TIimeSpan™ File: SLAVERY and NoteFolio™ File: QUESTION

TI Keyboard

TIimeSpan™ Tip Sheet (optional)

TI ViewScreen™ (optional)

PROCEDURE

SETTING THE STAGE

1. Distribute copies of the **SLAVERY** and **QUESTION** TImespan™ files to students. Instruct them to access the **SLAVERY** TImeSpan™ file. In this activity, students will also be using the printed timeline titled Enslaving Virginia Timeline of Events. [NOTE: Instructions for using the TImeSpan™ application are provided in the TImeSpan™ Tip Sheet.]
2. After students have had an opportunity to review the Enslaving Virginia Timeline of Events, take some time to discuss the events and their historical significance. Use this opportunity to provide additional information and clarify any misconceptions the students may have.
3. Explain to the students that during this period there was a significant growth in the number of slaves in the colonies as reflected in Virginia.

Also during this period laws were passed relating to the actions of the slave population.

4. Inform the class that they are going to study the relationship between the historical events occurring in Virginia and the adoption of various slave laws.

STRATEGY

1. Group the students into pairs or trios. Each group will have one student in control of the TImeSpan™ on slave laws, one in control of the TImeSpan™ on Virginia history, and the third student will serve to record the responses in the chart. Instruct students to access the TImeSpan™ file named **SLAVERY**. One student will access the Enslaving Virginia Timeline of Events while the other student will access A Selection of Virginia Slave Laws, 1662–1752.
2. Using their resources, ask students to construct a chart as follows:

Slave laws were designed to control a growing slave population. The laws passed in the years cited below each represent an additional measure to increase that control. In the box below, identify the control outlined by each piece of legislation.	What do you think was a reason for the passage of this law?	Access the “Enslaving Virginia Timeline of Events” for the year indicated (or period of time immediately prior) and determine the validity of your speculation. [Example: “We were right/wrong/don’t know because. . .”]
1662		

1667		
1669		
1680		
1705		
1723		
1723		
1732		
1748		
1752		

4. After students have completed their charts they should work together to respond to the questions in the NoteFolio™ file named **QUESTION**. After they complete their work, have the groups rejoin for class discussion. Students can display their responses by transferring their NoteFolio™ file to the teacher device for display on the TI ViewScreen™.
- What is the cumulative impact of these laws?
 - Why did these laws become increasingly restrictive?
 - What pattern did you see in terms of the slave population growth over time
[NOTE: More advanced students can use the graphing function of the TI-83 Plus to create a population graph using the data in the Enslaving Virginia Timeline of Events TIMeSpan™ file.]
 - Is there any possible relationship between the growth of the slave population and the laws restricting slaves?

EVALUATION

Have students write a diamante poem or a cinquain poem using the word “slavery.” The poem can be created as a NoteFolio™ file and transferred to the computer to create a class portfolio of poems.

Diamante Poem:

Line 1: Write a noun that names your first topic.

Line 2: Write two adjectives that describe your first topic.

Line 3: Write three verbs ending in “ing” that show what your first topic does.

Line 4: Write two nouns that rename your first topic and two nouns that rename your second topic.

Line 5: Write three verbs ending in “ing” that show what your second topic does.

Line 6: Write two adjectives that describe your second topic.

Line 7: Write a noun that names your second topic.

Cinquain Pattern:

Line 1: One word that introduces the subject.

Line 2: Two words that define or describe the subject.

Line 3: Three words that describe an action relating to the subject.

Line 4: Four words that express an emotion or attitude about the subject.

Line 5: One word that sums up lines 1 through 4.

A SELECTION OF VIRGINIA SLAVE LAWS, 1662–1752

1662

WHEREAS some doubts have arisen whether children got by any Englishman upon a Negro woman should be slave or free, Be it therefore enacted and declared by this present grand assembly, that all children borne in this country shalbe held bond or free only according to the mother... [Vol. II, p. 170]



1667

WHEREAS some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made pertakers of the blessed sacrament of baptisme, should by vertue of their baptisme be made free; it is enacted and declared by this grand assembly, and the authority thereof, that the conferring of baptisme doth not alter the condition of the person as to his bondage or freedom; that diverse masters, freed from this doubt, may more carefully endeavor the propagation of Christianity by permitting children, though slaves, or those of greater growth if capable to be admitted to that sacrament... [Vol. II, p. 260]



1669

WHEREAS the only law in force for the punishment of refractory servants resisting their master, mistris or overseer cannot be inflicted upon Negroes, nor the obstinancy of many of them by other than violent meanes supprest, Be it enacted and declared by this grand assembly, if any slave resist his master (or other masters order correcting him) and by the extremity of the correction should chance to die, that his death shall not be accompted felony, but the master (or that person appointed by the master to punish him) be aquit from molestation, since it cannot be presumed that prepensed malice (which alone makes murther felony) should induce any man to destroy his owne estate... [Vol. II, p. 270]



1680

WHEREAS the frequent meeting of considerable Negro slaves under pretense of feasts and burials is judged of dangerous consequence; for prevention whereof the future, Bee it enacted by the kings most excellent majestie by and with the consent of the generall assembly, and it is hereby enacted by the authority aforesaid, that from and after the publication of this law, it shall not be lawfull for any negroe or other slave to carry or arme himself with any club, staffe, gunn, sword or any other weapon of defence or offence, nor goe or depart from of his masters ground without a certificate from his master, mistris or overseer, and such permission not to be granted but upon particuler and necessary occasions; and every Negro or slave soe offending not having a certificate as aforesaid shalbe sent to the next constable, who is hereby enjoyned and required to give the said negroe twenty lashes on his bare back well layd on, and soe sent home to his said master, mistris, or overseer... [Vol. II, p. 481]



1705

BE it enacted, by the governor, Council, and Burgesses of this present general assembly, and it is hereby enacted, by the authority of the same, That if any person or persons shall, from and after the publication of this act, steal any hog, shoat, or pig ebery person so offending shall, for the first offence, receive on his or her bare back, twenty-five lashes, or pay ten pounds current money of Virginia; and if a Negro, mulatto, or Indian, thirty-nine lashes well laid on, at the common whipping-post of the county wherein such an offence shall be committed, or the party offending, arrested; and moreover, shall pay and satisfy four hundred pounds of tobacco, for every such hog, shoat and pig; one half of the afore-mentioned fine to be to the owner of such hog, shoat, or pig; and the other half to the informer: To be recovered, with costs, at the suit of the informer, by action of debt, bill, plaint, or information, in any court of record in her majesty's colony and dominion, wherein no essoin, protection, or wager of law, shall be allowed. And if any person or persons, shall the second time offend, by stealing any hog, shoat or pig, he or she so offending, and being thereof the second time convicted, shall stand two hours in the pillory, on a court day. And have both ears nailed thereto, and at the end of the said two hours, have the ears cut loose from the nails: which judgment, the county courts in this colony, are hereby inpowered to give respectively, and to award execution thereon accordingly: Saving always and reserving to each party concerned, liberty of appealing to the general court; provided they give bond, with good security, in the sum of twenty pounds of sterling, for his or her personal appearance in the general court, according to the appeal, and to perform and abide what they shall award therein; and moreover, each party offending as aforesaid, shall pay and satisfy four hundred pounds of tobacco for every such hog, shoat and pig: to be recovered and divided as aforesaid... [Vol. II, p. 227]



1723

BE it enacted, by the Lieutenant-Governor, Council, and Burgesses. Of this present General assembly, and it is hereby enacted, by the authority of the same, That if any number of Negroes, or other slaves, exceeding five, shall at anytime hereafter consult, advise, or conspire, to rebel or make insurrection, or shall plot or conspire the murder of any person or persons whatsoever, every such consulting, plotting, or conspiring, shall be adjudged and deemed felony; and the slave or slaves convicted thereof, in manner herein after directed, shall suffer death, and be utterly excluded the benefit of clergy, and all laws made concerning the same... [Vol. IV, p. 126]



1723

AND be it further enacted, by the authority aforesaid, That no Negro, mulatto, or Indian slaves, shall be set free, upon any pretense whatsoever, except for some meritorious services, to be adjudged and allowed by the governor and council, for the time being, and a licence thereupon first had and obtained. And that, where any slave shall be set free by his master or owner, otherwise than is herein directed, it shall and may be lawful for the church wardens of the parish,

wherein such Negro, mulatto, or Indian shall reside for the space of one month, next after his or her being set free, and they are hereby authorized and required, to take up, and sell said Negro, mulatto, or Indian, as slaves, at the next court held for the said county, by public outcry; and that the monies arising by such sale, shall be applied to the use of the said parish, by the vestry thereof... [Vol. IV, p. 132]



1732

BE it further enacted, That no Negro, mulatto, or Indian, either slave or free, shall herein after be admitted in any court of this colony, to be sworn as a witness, or give evidence in any case whatsoever, except upon the trial of a slave, for a capital offence; in which case they shall be allowed to give evidence, in the manner directed by one act of assembly, made in the ninth year of the reign of the late King George, intituled, An Act directing the trial of slaves committing Capital Crimes; and for the more effectual punishing Conspiracies and Insurrections of them; and for the better government of Negroes, mulattos and Indians, bond or free... [Vol. IV, p. 327]



1748

AND be it further enacted, by the authority aforesaid, That if any negroe, mulattoe, or Indian, bond or free, shall at any time, lift his hand to his or her hand, in opposition to any Christian, not being negroe, mulattoe, or Indian, he, or she so offending, shall for every such offence, proved by an oath of the party before a justice of peace, of the county where such an offence shall be committed, receive thirty lashes, on his or her bare back, well laid on, by order of such justice... [Vol. IV, p. 110]



1752

BE it enacted, by the Lieutenant-Governor, Council, and Burgesses, of this present General assembly, and it is hereby enacted, by the authority of the same, That from and after the tenth day of June, it shall not be lawful for any negroe, or other slave or slaves, in the counties aforesaid, in going from one plantation to another, to carry with him, her or them, any dog whatsoever, other than is herein after excepted; and if any slave or slaves, shall presume to carry about with him, her or them, any dog, contrary to the intention of this act, it shall and may be lawful for any person or persons whatsoever, to kill and destroy every such dog; and moreover, the slave or slaves so offending, shall, upon complaint made before any justice of peace, receive on his, her, or their bare back, twenty lashes, by order of such justice... [Vol. VI, p.295]

Source: William Waller Hening, ed., *The Statutes at Large; Being a Collection of All the Laws of Virginia* (Richmond, Va., 1821).

ENSLAVING VIRGINIA TIMELINE OF EVENTS

- 1440s** The Portuguese slave trade begins in West Africa. Enslaved Africans fill the need for labor in the New World.
- 1526** The first recorded slave rebellion takes place in North America, (as recorded by Spanish slavers) along the South Carolina coast.
- Late 16th century** The first New World sugar plantations manned by enslaved Africans are established in the Portuguese colony of Brazil.
- 1619** According to Governor John Smith, “Twenty and some odd Negroes” arrive at Jamestown, Virginia (the first permanent English settlement established in 1607) on board a Dutch ship.
- 1638** First instance of Negro slavery in British North America occurs in New England and was recorded by Governor John Winthrop.
- 1640s** Sugar Plantations and large-scale slave labor system established in English West Indies.
- 1651** Anthony Johnson, a free black, is granted 250 acres on Maryland’s Eastern Shore.
- 1660** British Parliament passes the Navigation Acts outlawing the Dutch slave trade to the colonies. Henceforth, slaves can only be imported to English colonies on English ships and the transatlantic slave trade becomes a profitable enterprise for British merchants.
- 1661** The Barbados colonial legislature passes the first “slave code” in a British colony. The code strips slaves of all rights and exempts masters from punishment for the mistreatment of slaves. This code sets the precedent for the rest of British America.
- 1662** The Virginia legislature legally recognizes slavery by establishing the status of the child as free or enslaved according to the status of the mother.
- 1667** The Virginia legislature enacts a law stating that the baptism of a slave does not change their status as a slave.
- 1671** Governor Berkeley estimates Virginia’s population is 48,000, of which 2,000 are Negro slaves and 6,000 are indentured servants.
- 1680–1710** The colony of Virginia shifts its main source of labor from principally indentured servants to African slaves.

- 1700–1749** Approximately 35,600 slaves are imported to Virginia. The estimated population of British North America in 1700 is 223,000 whites and 28,000 blacks. In Virginia, population estimates indicate 42,000 whites and 16,400 blacks. By 1750 the estimated population of British America is 1,934,000 whites, 236,000 blacks. The estimated population of Virginia that same year is 130,000 whites and 101,000 blacks. During the decade of the 1750s, Creole blacks begin to outnumber African-born blacks in Virginia.
- 1705** The Virginia General Assembly finds it necessary to pass enact a slave code for the colony titled “An Act Concerning Servants and Slaves.”
- 1709** A slave uprising is uncovered in Surry County, Virginia.
- 1712** Two-dozen slaves rebel in New York.
- 1720s** The African population in Virginia begins to increase naturally.
- 1723** In response to a series of slave conspiracies, the Virginia legislature enacts more stringent punishments for slaves found guilty of planning insurrection.
- 1739** During the South Carolina Stono Rebellion, twenty-five to thirty whites are slain. Thirty blacks are executed for their participation in the rebellion.
- 1743** Governor Gooch estimates the population of Virginia to be 42,000 blacks and 88,000 whites.
- 1744** The Virginia House of Burgesses protests the slave trade with a Non-Importation Act banning the introduction of “outlandish” Negroes to the colony. This is not a result of abolitionist ideals, rather, an attempt to protect the colony from slaves who might foment rebellion. The Virginia law is disallowed by the King and never goes into effect.
- 1748** Samuel Davies, a New Light Presbyterian minister, arrives in Hanover, Virginia. He teaches slaves to read the Bible and orders books for them.
- 1750–1775** Approximately 11,700 slaves are imported to Virginia.
- 1760** The Bray School for black children is established in Williamsburg, Virginia. Ann Wager becomes its only teacher. The school continues to operate until Wager’s death in 1774.

- 1761** Jupiter Harmon, born a slave in 1720, publishes *Salvation of Christ with Penitential Cries*, the first known poetical work by an American Negro.
- 1767** Phyllis Wheatley becomes one of the first African-Americans and the third woman to publish a book of poetry.
- 1772** James Somerset, a slave taken to England by his master, sues for his freedom in the British court system and wins. Word of the case encourages a number of slaves in British North America to run away in attempts to reach Great Britain.
- 1773–1776** Blacks in Boston, Massachusetts write several petitions to the Governor in hopes of attaining their freedom.
- 1774** The first Continental Congress adopts a ban on the importation of slaves to the American colonies.
- 1775** The first abolitionist society in the United States is established in Philadelphia, Pennsylvania.
- Thomas Paine's article entitled, "*African Slavery in America*," denounces slavery and demands that Negroes be given land.
- November–December 1775** In November, Virginia's last Royal Governor, Lord Dunmore issues a proclamation declaring the colony in rebellion. He offers freedom to the slaves and indentured servants of rebel masters who will fight for the King. As a result, 800–1,000 blacks run away to the British. On December 9th, Dunmore is defeated at the Battle of Great Bridge, Virginia. On December 13th, hoping to entice runaway slaves away from Dunmore's control, the Virginia Convention promises to pardon all slaves who return to their masters within ten days. Few accept the pardon. Many of the loyalist slaves evacuate with Dunmore when he retreats from Virginia.
- 1776** As a war measure, the Second Continental Congress bans slave importation "into any of the Thirteen United Colonies."
- Samuel Hopkins publishes, "*A Dialogue Concerning the Slavery of the Africans*," which appeals to the Continental Congress to abolish slavery.
- 1777** Vermont's Constitution makes slavery illegal. Several other states will follow suit during and after the American Revolution.
- 1782–1784** An estimated 20,000 blacks—loyalists who fought for the Crown during the American Revolution—evacuate the United States from New York, Savannah, Georgia, and Charleston, South Carolina bound for the British

West Indies, Canada, and England. Some are relocated to Freetown, Sierra Leone, Africa.

- 1782** The Virginia legislature passes a manumission bill, encouraging private manumission of slaves. The following year, an act is passed providing for the emancipation of certain slaves who had served as soldiers in the Revolution.
- 1783** A large-scale migration of Virginians to Kentucky begins. Slave owners take the institution of slavery with them into the new territories. This migration will continue throughout the first half of the nineteenth century.
- 1784** Congress votes against Thomas Jefferson's proposal to prevent slavery from expanding into the western territories after 1800.
- The Quakers and others establish the "Pennsylvania Society for the Abolition of Slavery, for the Relief of Free Negroes and for the Improving the Condition of the African Race."
- 1787**
September Congress adopts the U.S. Constitution with a "three-fifths compromise," allowing the South to count three-fifths of their slave population in determining representation in the House of Representatives.
- The Northwest Ordinance bans slavery in the Northwest Territories (north of the Ohio River and east of the Mississippi River).
- 1789** Olaudah Equiano publishes his autobiography titled *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African.*
- 1791** A massive slave uprising under the leadership of Toussaint L'Overture takes place in the French colony of San Domingo, later known as Haiti. This uprising causes concern throughout South America, the Caribbean, and slave-holding states in North America.
- 1793** Eli Whitney invents the Cotton Gin, making large-scale production of cotton profitable. The proliferation of cotton plantations throughout the upper south, southwest and Deep South expands the use of slave labor. The forced migration disrupts slave families and communities.
- Congress passes the first Fugitive Slave Law compelling judges to return runaway slaves to their owners.

- 1800** Gabriel Prosser's rebellion conspiracy is uncovered in Richmond, Virginia. Twenty-seven blacks are executed for their involvement in the rebellion.
- 1806** The Virginia Legislature reverses the major provisions of the 1782 Manumission Law. All slaves manumitted in the future must leave the state within one year.
- 1808** A U.S. Constitution's ban on the importation of slaves goes into effect, as does the British Abolition Act prohibiting British participation in the Atlantic slave trade.
- 1820** The Missouri Compromise is passed. Maine enters the union as a free state, and Missouri enters as slave state. Slavery is prohibited in the Louisiana Territory north of the 36° 30" parallel, which is Missouri's southern border.
- 1822** Denmark Vesey's insurrection conspiracy is uncovered in Charleston, South Carolina. Thirty-five slaves are executed for their involvement in the insurrection.
- 1822** The colony of Liberia, on the west coast of Africa, is founded for freed slaves through the efforts of the American Colonization Society that had been founded in 1817.
- 1829** African-American David Walker of Boston pens a challenge to slavery titled *Appeal, In Four Articles: Together With A Preamble To The Coloured Citizens Of The World. . .*, calling for mass uprisings and violent reprisals against slaveholders.
- 1830** The first National Negro Convention meets in Philadelphia, Pennsylvania.
- 1831** William Lloyd Garrison publishes the first issue of his abolitionist newspaper, *The Liberator*, in Boston Massachusetts.
- 1831** Nat Turner's revolt in Southampton, Virginia ends with 60 whites killed, 25 blacks executed for their involvement in the revolt. An additional 115 blacks are executed later for their supposed involvement. The Virginia legislature responds by voting against gradual emancipation, making the slave code more restrictive, prohibiting the education of slaves, and placing limits on black preaching.
- 1832** Free black Maria Stewart, considered the first black female journalist, begins a year of public speaking. She also writes for William Lloyd Garrison's famous abolitionist newspaper, *The Liberator*, posing the

- question, “How long shall the fair daughters of Africa be compelled to bury their minds and talents beneath a load of iron pots and kettles?”
- 1833** The American Anti-slavery Society is founded in Philadelphia, Pennsylvania.
- 1834** Congress implements a gag rule tabling abolitionist petitions automatically. It remains in effect until 1845.
- Parliament abolishes slavery in the British Caribbean colonies.
- 1839** In July, the most famous slave mutiny in U.S. history takes place aboard the Spanish slaver, *Amistad*. Former president John Quincy Adams defends the rebels before the Supreme Court, which grants the rebels their freedom.
- 1845** Frederick Douglass', *The Narrative of the Life of Frederick Douglass, an American Slave*, is published.
- 1847** Frederick Douglass publishes an anti-slavery newspaper titled *The North Star*.
- 1850** Congress passes The Compromise of 1850. “Popular sovereignty” and Fugitive Slave laws require citizens to aid in retrieving runaway slaves.
- 1851** Sojourner Truth delivers her “Ar’nt I a Woman” speech in Akron, Ohio.
- Slavery is abolished in Columbia, and over the next few years, is also abolished in Argentina, Venezuela, Peru, Ecuador, and Bolivia.
- 1852** Harriet Beecher Stowe publishes *Uncle Tom’s Cabin*.
- 1854** The Kansas-Nebraska Act repeals the Missouri Compromise, thus removing anti-slavery restrictions north and west of the 36° 30" parallel in Louisiana.
- 1854** Lincoln University, the nation’s first Negro college, is chartered as Ashmum Institute at Oxford, Chester County, Pennsylvania.
- 1857** The Supreme Court’s Dred Scott decision legalizes slavery in the territories and provides that slaves and the descendants of slaves may never be citizens.
- 1859** John Brown, along with a band of 22 men, attempts to liberate slaves and seize the Harpers Ferry armory in Harpers Ferry, Virginia. Brown is

subsequently tried, convicted, and hanged for treason against the Commonwealth of Virginia.

- 1860** The population of the United States is approximately 12,300,000, with 4,000,000 enslaved. There are approximately 1,500,000 white families in the American South. 385,000 of those families are slaveholders. Fifty percent own no more than 5 slaves, 12 percent own more than 20 slaves, 10,000 own more than 50 slaves, 330 own more than 100 slaves, 9 own more than 500 slaves, and one owns more than 1,000 slaves. Seventy-three percent of all slaveholders own fewer than 10 slaves.
- 1860** Abraham Lincoln is elected president of the United States. Angered by his election, southern states begin seceding from the Union.
- 1861** April Virginia secedes from the Union after Lincoln calls for troops to put down a state's rights revolt in the Deep South.
- 1863** The Emancipation Proclamation, which in reality frees no one, is issued declaring all slaves in areas rebelling against the Union to be free. This excludes the town of Portsmouth, Virginia and the city of New Orleans, Louisiana.

TIP SHEET

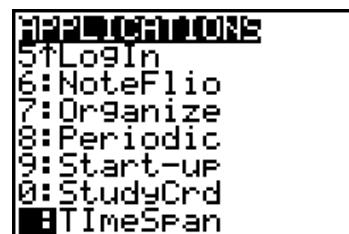
TImeSpan™ Application

TImeSpan™ allows students to access timelines and brief event descriptions on the TI-83 Plus.

1. If the TIimeSpan™ application is not already installed on your TI device, it can be downloaded from the TIimeSpan™ Creator by connecting the device to your computer using a TI Connectivity cable. Attach the device to the computer and choose “Action” from the menu bar then select “Send Player to Device” to begin the transfer.



2. Once the application and files (APPVAR) are installed on the device, students will access the files by pressing the [APPS] key then selecting “TIimeSpan.”



3. When the main menu appears on the screen, you can continue with the most recently used timeline or begin a new topic. Options for displaying the timelines can also be changed from this menu.



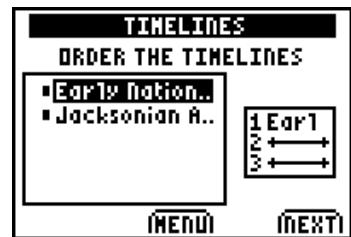
4. Students should choose “New Topic” and then select the timeline they wish to view.



5. Students should then select the number of timelines that they would like to show on the screen. The program will display up to three timelines at once.



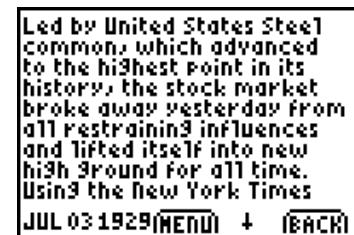
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6. The next screen allows the students to decide the order in which the timelines will display on the screen. Use the [ENTER] key to make selections,



7. and the timeline(s) are displayed.



8. Use the arrow keys to select an event that is indicated by a flashing T on the timeline. Pressing [ENTER] will display the description of the event. To move back to the timeline, press the [GRAPH] key. The BACK key on the screen has the same effect.
9. To bring up the menu at any time use either the [ZOOM] key or the screen's MENU key.



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This TI-83 Plus lesson was adapted from *Slavery: A Colonial Odyssey*, a lesson unit available from the Colonial Williamsburg Foundation. For more information on this lesson unit and other Colonial Williamsburg instructional materials and classroom resources, visit <http://www.history.org/teach>, or call 1-800-688-6473.

Special thanks for developing this lesson go to:

Janet P. Brooks, AP U.S. History teacher, Liverpool High School, Liverpool, NY

Charles R. Coon, Adjunct Professor of Education, State University of New York at Oswego, Oswego, NY

Bob Van Amburgh, Instructional Supervisor for Social Studies, City School District of Albany, NY

Kathryn Robinson, teacher and Texas Instruments T³ Instructor, Parkville High School, Baltimore, MD

Colonial Williamsburg Foundation Department of Education Outreach staff
Texas Instruments staff