

The Book of
Negroes
Teacher's guide



Lawrence Hill



HarperCollins Publishers Ltd

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Rationale

This Teacher's Guide for a Grade 11 or 12 English course of study will cater to a wide variety of teaching styles and approaches so that an educator can realize the many possibilities that *The Book of Negroes* (HarperCollins Canada, 2007) has to offer. Specific expectations are that students will develop critical-thinking skills that challenge their values and beliefs, explore historical links to the novel, understand an author's motivation to write, and develop reflective skills so that they can connect to literature on many levels, including in relation to their own lives.

A Word About the Content of the Novel

Because of some disturbing scenes, it will be important for the teacher to know the students in order to determine the best approach for introducing the novel. Discussing words that some may find offensive will be critical. In addition, because of some explicit scenes, including ones of rape, infanticide and sexuality, it is recommended that teachers prepare an alternative assignment in case some students opt out for personal reasons. Teachers may wish to provide students with access to the illustrated version of the novel to accompany their reading and to allow them to gain further information about the novel's social and historical context.

Summary of the Novel

As an old woman, Aminata Diallo is brought to London, England, in 1802, by abolitionists who are petitioning to end the slave trade. As she awaits an audience with King George, she recounts her remarkable life on paper, beginning with her life in Bayo, in western Africa, prior to being abducted from her family at age 11, seeing the death of her mother and father, and being marched in a coffle of captives to the coast along with others from her village. Chekura, a boy of similar age who assists the slave catchers, is at the last minute abducted himself and forced to join Aminata on the slave ship. Despite suffering humiliation, witnessing atrocities, enduring squalor and languishing in starvation, Aminata survives the passage to America because she is able to apply the knowledge and skills passed on to her by her parents, especially the ability to "catch" (i.e., deliver) babies and to understand some African languages.

In South Carolina, Aminata is auctioned off to an indigo plantation, along with a man from her village who has lost his senses during the ocean crossing. She learns the language of the "buckra" through the teachings of Georgia, an American-born slave, as well as from Mamed, the overseer of the plantation. Daily, Aminata must

navigate the new dangers of disease and the eye of the plantation master while she searches for a way to return to her homeland. As she carries Chekura's child, she is warned that Master Appleby could take it away at any time. Sure enough, at ten months, Aminata's son, Mamadu, is sold by Appleby and Chekura also disappears.

Stricken with grief, Aminata falls into a depression and refuses to work on the plantation. Appleby sells her to Solomon Lindo, the indigo inspector of the region, and she departs for a new life in Charles Town where Lindo promises to treat her as a "servant" rather than as a "slave" in that she works for wages and pays rent to Lindo. During rioting in New York City that coincides with the outbreak of the American Revolutionary War, Aminata is presented with an opportunity to escape and does so, while Lindo is forced to flee back to the Carolinas. Aminata quickly makes new friends and connections and supports herself by catching babies and working at a tavern, all the while helping others by teaching them how to read and write.

Following the surrender of the British, former slaves who have worked for one year or more behind the lines for the British are offered asylum in Nova Scotia. These people's names are recorded in a ledger called *The Book of Negroes*, penned in part by Aminata because of her knowledge of many languages. Aminata and Chekura reunite and are given passage aboard the ship *Joseph*, but Appleby returns for one final act of vengeance against Aminata: he makes a claim to her, separating her from Chekura once more. While Chekura continues to Nova Scotia, Aminata must stand trial, and it is Solomon Lindo who ends up setting her free.

Aminata lands in Shelburne, Nova Scotia, on the last Loyalist ship, and she has to use her talents as a baby catcher, reader and teacher once again to survive, for the sake of herself and her unborn child, as she prepares for the journey to reunite with Chekura in Annapolis Royal. However, her inquiries come up empty. May, their three-year-old child, is abducted by the Witherspoons, a white couple who had befriended Aminata, and Aminata returns to a life without hope. When the opportunity arises for Aminata to cross the ocean again to begin a colony in Sierra Leone, Africa, she is shocked to learn of Chekura's death and decides to make the journey to her homeland.

The struggle to maintain the colony of Freetown under the control of the Sierra Leone Company is complicated by its proximity to Bance Island and the slave trade. Relations with the local Temne are strained, and tempers flare when slave coffles are marched directly in front of Freetown. Longing to see her beloved Bayo village, Aminata agrees to travel back to Bance Island to secure passage into the interior. However, one month into her journey inland, she learns of the betrayal that she is to be sold back into slavery; she flees for days until she finds sanctuary in a village. Realizing that she will never return to her true home, she leaves for London to join the abolitionists to end slavery. She writes an account of her life that is shared in Parliament, and she meets with King George III and Queen Charlotte Sophia. Because of the attention from the newspapers, Aminata's

long-lost daughter, May, finds her after an eighteen-year separation and takes care of her in her old age as the struggle to end slavery continues in Parliament.

Biography of the Author

Lawrence Hill was born in 1957 in Newmarket, Ontario, Canada. His parents, Donna and Daniel Hill, immigrated to Canada the day after they married in Washington, D.C., in 1953. Hill was immersed in human rights issues from an early age, and his parents co-founded the Ontario Black History Society in 1978 to foster greater awareness of the four-hundred-year history of people of African descent in Canada. Growing up as the child of an interracial marriage in a predominantly white Toronto suburb, Hill explored passions that he maintains to this day: reading, writing and connecting with diverse cultural groups. As a young man, he travelled to the West African countries of Niger, Cameroon and Mali as a volunteer with Canadian Crossroads International, a non-profit organization that he continues to support as an honorary patron. Lawrence Hill lives in Hamilton, Ontario, with his wife and five children.

Body of Work

- *The Deserter's Tale: The Story of an Ordinary Soldier Who Walked Away from the War in Iraq* (written with Joshua Key) was released in Canada and the United States in 2007. It was later published in numerous countries including France, Germany, Norway, Australia and Japan.
- *The Book of Negroes* was released in Canada in 2007, and published as *Someone Knows My Name* in the United States, Australia and New Zealand.
- *Black Berry, Sweet Juice: On Being Black and White in Canada* (HarperCollins Canada, 2001).
- *Any Known Blood* (William Morrow, New York, 1999; HarperCollins Canada, 1997).
- *Some Great Thing* (HarperCollins Canada, 2009; originally published by Turnstone Press, Winnipeg, 1992).

Awards and Accolades for *The Book of Negroes*

- Winner of CBC Radio's Canada Reads, 2009
- Longlisted for the 2009 International IMPAC Dublin Literary Award
- Winner of the 2008 Commonwealth Writers' Prize for Overall Best Book
- Winner of the 2008 Ontario Library Association's Evergreen Award

- Finalist for the 2008 Hurston/Wright Legacy Award
- Longlisted for the 2007 Giller Prize
- Winner of the 2007 Rogers Writers' Trust Fiction Prize

Other Awards and Accolades

- Honorary doctorates from the University of Toronto and from Wilfrid Laurier University (2010)
- Author of the Year, as named by Go On Girl!, an African-American women's book club (2010)
- Author of the Year, as chosen by the Canadian Booksellers Association (2008)
- National Magazine Award for best essay, titled "Is Africa's Pain Black America's Burden?" (2005)
- American Wilbur Award for Best National Television Documentary, *Seeking Salvation* (2005)

Historical Timeline Relevant to the Novel

Teachers could add extra details to the timeline below. Alternatively, teachers could require students to fill in gaps. Students could also be asked to comment on the push and pull between nations concerning this controversy. Teachers should draw attention to the differences between the slave trade and slavery itself. While the slave trade (i.e., the capture and sale of Africans and others) was abolished in the early 1800s, the practice of slavery itself was not abolished until 1834 in the British Empire and until 1865 in the United States.

1444 As a precursor to the transatlantic slave trade, the Portuguese become the first to enslave and trade African people in Europe.

The slave trade expands to the Americas.

The Triangular Trade Route develops, in which manufactured goods such as firearms and alcohol are shipped from Europe to Africa; slaves are brought from Africa to the Americas; agricultural goods such as sugar, rice and indigo are brought from the Americas to England.

1500 Portuguese explorer Gaspar Corte-Real enslaves fifty aboriginal men and women in Newfoundland (now a province in Canada).

- 1628 Olivier Le Jeune, an eight-year-old boy who is said to have come from Madagascar, becomes the first documented slave in Canada. He is owned in Quebec City, where he later dies.
- 1655 The British settle in Jamaica; the slave market hub of the West Indies is formed.
- 1734 Montreal: Marie-Joseph Angélique is tortured and executed for burning down the home of her slave owner.
- 1772 England: Lord Chief Justice Mansfield strikes a famous blow against slavery in Great Britain when he rules that a slave owner must set free James Somerset, who was about to be returned to slavery in the Caribbean.
- 1783 The American Revolution ends. 3,000 Black Loyalists—many of whom had served the British—have their names recorded in the British naval ledger known as The Book of Negroes and sail to Nova Scotia and present-day New Brunswick.
- 1784 Canada's first anti-Black race riot takes place in Shelburne, Nova Scotia.
- 1791 Toussaint (Breda) L'Ouverture, age 48, a former slave from Saint-Domingue and better known as the “pioneer of the Haitian Revolution” and the “black Napoleon,” leads a slave-army to drive out the Spanish and British from Santo Domingo (Haiti) until Napoleon's army claims Haiti under French rule in 1802. L'Ouverture dies in prison of pneumonia in 1803. He inspires other Haitians to continue the struggle against foreign rule. Haiti gains its liberation in 1804 and becomes the first independent country in Latin America.
- 1792 1,200 Black Nova Scotians accept an offer from British abolitionists to sail in a flotilla of fifteen ships leaving Halifax on January 15. The Nova Scotians arrive in Sierra Leone and establish a colony for free Blacks in Freetown.
- 1793 Under the leadership of John Graves Simcoe, the first lieutenant governor of Upper Canada, The Act Against Slavery in Upper Canada is passed. No new slaves can be imported into the province. Slavery will continue for those who are already in service, but children of female slaves will be freed by age 25.

- 1789 Olaudah Equiano—who was born in 1745 in Nigeria and taken as a child slave to Virginia—publishes his memoir, which makes him famous in England.
- 1807 The British Parliament abolishes the slave trade.
- 1808 The American Congress abolishes the slave trade.
- 1830 Josiah Henson (the inspiration for author Harriet Beecher Stowe’s character Uncle Tom) escapes with his family from Kentucky to Canada.
- 1831 The term “Underground Railroad” is first used for the network of people who help slaves escape the southern United States.
- 1834 Most of the British Empire has abolished slavery by August 1.
- 1850 The Fugitive Slave Law is put into effect in the United States to help owners recover escaped slaves and to punish people who assist the fugitives. As a result, many fugitive slaves flee the northern United States and enter what is now Canada.
- 1865 The United States abolishes slavery by passing the Thirteenth Amendment of the Constitution of the United States.

Pre-reading Activities

To capture and sustain students' interest throughout the book study, teachers can select from many pre-reading activities. Students' prior knowledge of the historical references will also need to be assessed to decide whether a history lesson or two is warranted.

a) **Predictions**

- Discuss the opening line, "I seem to have trouble dying."
 - Predict what this novel is about based on the title and opening line.
 - Comment on the character's thoughts and circumstances that lead to this statement.
- Reflect and discuss key quotations from the novel (e.g., "We walked all day. No water. No food. No breaks to pee. If you had to go, you had to do it and keep walking with the urine running down your sore legs and burning your broken skin" [116]). Exploring these quotations will also give the teacher an opportunity to introduce, discuss and dispel any issues regarding explicit content.

b) **Geography**

- Have a map of the world close at hand on which to trace Aminata's life journey while reading the novel.
- Use Google Earth to locate points of interest.
- See also (f) Creative Projects, under Post-reading Activities.

Below is a list of points of interest referred to in the novel, followed by the page number where the place name first appears. Note that some of these locations no longer exist on a modern map:

London, England (1)

Bayo, Niger (11)

Joliba (Niger) River (20)

Sullivan's Island, South Carolina (104)

St. Helena Island, South Carolina (123)

Charles Town (Charleston) (154)

Fort Musa, South Carolina (154)
Lady's Island, South Carolina (156)
Bance Island, Guinea (173) (also known as Bunce Island and Bence Island)
Cooper and Ashley rivers, South Carolina (198)
British North America (211)
Manhattan, New York (240)
Saint John, New Brunswick, and Port Roseway, Nova Scotia (292) (now Shelburne)
North Hudson River, New York (295)
Annapolis Royal, Nova Scotia (298)
Brooklyn Heights, New York (301)
Savannah, Georgia (309)
Birchtown, Nova Scotia (312)
Sierra Leone, Africa (357)
Halifax, Nova Scotia (363)
Freetown, Sierra Leone (375)
Gravesend, England (449)

c) Vocabulary

- Establish a list of challenging words the students will encounter. Trace the etymology of these words.
- Discuss the impact on the reader of including phrases in Arabic and English in the novel.
- Explore the language patterns that emerge in the novel and compare them to English language conventions (i.e., *Fula* [singular] versus *Fulbe* [plural]).

d) Research Projects

Teachers could choose to have the students read (all or parts of) the book's "A word about history" and "For further reading" sections to gain a better understanding of the history of the novel before commencing its study. Teachers and students could compile a list of research items or create a quiz in advance to determine how much knowledge the students possess related to historical events in this book.

General and Specific Research Topics

The teacher may wish to consult the “A word about history” section (471–474) for further references to historical events and some artistic liberties the author took when writing the novel.

Teachers should take care when having students explore more controversial issues such as female genital mutilation under the “African Culture” section in this guide. It is important to take a balanced and respectful approach when examining these issues in order to honour the traditions of the culture being studied.

Instructors may wish to focus on the history directly referenced in this novel (the corresponding page number in the novel follows in parentheses, where applicable), or they may expand into other topics.

Religion and Spiritual Beliefs

- Islam and the Qur’an
- Judaism and the Torah
- Christianity and the Bible
- Key practices and celebrations specific to each of the three religions
- The concept of the Sabbath
- The concept of the children of Ham (Bible)

The Abolitionist Movement

- John Clarkson
- Sir Stanley Hastings
- Olaudah Equiano (409)
- Alexander Falconbridge (402)
- William Wilberforce (450)
- Granville Sharp (467)

Exodus from the Americas to Africa

- Freetown and Sierra Leone
- Monrovia and Liberia
- Marcus Garvey and his “back to Africa” doctrine

African Culture

- Ancient civilizations in Africa
- Historic trading routes within the continent
- The intellectual traditions in Timbuktu in ancient Mali
- Oral traditions and the role of the *djeli* or storyteller in traditional cultures
- Traditional mediums of exchange such as the cowrie shell
- The rise of Islam in West Africa
- The current countries of Africa
- The regions of Africa in the eighteenth century
- The names of the coastal areas where slave traders were active in West Africa in the eighteenth century
- Slavery in Africa prior to the arrival of the European slave trade
- The effect of the European slave trade on Africa
- Scarification (Note that the crescent-moon markings in the novel are a fictional creation)
- Female genital mutilation
- Tea-drinking and the traditions associated with it
- The traditions of community living, including communal sharing, the role of extended families and the care of children and elders
- Free-born Muslims and slavery in West Africa
- Temne, Bamana and Fulbe (Fula is the singular form) people

Slave Factories and the Slave Trade

- How Africans came to be abducted in Africa
- The slave coffle
- The coastal areas plied by European slave ships
- The economic transactions associated with the slave trade
- The concept of the slave factory and some of the best known slave forts or castles, such as Elmina
- The slave factory on Bance Island in Sierra Leone
- The practice of branding slaves
- The slave ships and how they operated
- The middle passage of the Triangular Trade Route
- The revolts aboard slave vessels

- The story of *The Amistad* in 1841
- *The Journal of a Slave Trader*, by John Newton (1418)

Slavery in the Americas

- The precise locations on a map of the Americas where slavery was practised and enforced. Include the Caribbean nations, the United States and Canada
- The differences between slavery as practised in the United States and Canada
- The prevalence of urban slavery in Canada: include Upper Canada, Lower Canada and Nova Scotia
- The climate and agricultural patterns that facilitate plantation slavery in the United States
- Slavery as practised in the sea islands off the coast of South Carolina and Georgia
- The rise of the Gullah language in coastal South Carolina
- Prominent slave owners in Upper Canada and Lower Canada
- Prominent slave owners in the United States
- The torture and public execution of the Montreal slave Marie-Joseph Angélique in 1734

Slavery Rebellion and Escapes

- The slave uprising in Saint-Domingue and the creation of Haiti, the first independent black republic
- Famous slave revolts (Nat Turner, Denmark Vesey, etc.)
- The use of newspaper ads about runaway slaves and slaves for sale in Canada and the United States
- The story of John Brown and his fateful raid on Harpers Ferry, Virginia, in 1859

The War of Independence/The American Revolution

- British North America: its makeup at the time of the revolution
- Business practices and taxes on tea and indigo around 1775
- King George III and Queen Charlotte Sophia
- The battles of Lexington and Concord (262)
- Governor William Tryon (277)
- Dunmore and Philipsburg proclamations
- Political cartoons of James Gillray (462)
- The drafts and final Declaration of Independence (i.e., in the first draft, Thomas Jefferson blames King George III for the evils of slavery)
- New York City as a pivotal location for Black Loyalists and the British troops during the Revolutionary War

The Black Loyalists

- The Black Pioneers (298), a British military company
- The Book of Negroes document (287)
- Thomas Peters and his journey to England (353)
- Key Black Loyalist settlements in Nova Scotia, as of 1783
- The exodus of 1,200 Black Loyalists from Halifax to Freetown in 1792

During Reading Activities

Teachers could choose one or more of the approaches below to study the novel on a whole class, group or independent level.

a) Literature Circles

Students could be given roles and sections/chapters of responsibility. Roles may include summarizer, critic, connector, questioner and the like. Teachers could evaluate these groups using various criteria including knowledge of the text and issues, critical thinking, effective communication of ideas, and application of learning to themselves, other texts and the world.

b) Theme/Topic Groups

Students could be placed into groupings determined by interest to explore a particular theme or topic prevalent in the novel. The teacher may assign a project associated with that topic/theme or the students may propose their own. While studying the novel, the students could collect evidence related to the theme or topic to present to the class at the conclusion of the unit. Topics could be presented as essays, concept maps, posters and so on. Here are some possible topics:

- Courage
- Perseverance
- Pride
- Hope

- Freedom
- Loyalty
- Loss of identity
- Sacrifice

To diversify the skill development of these groups, consensus-building exercises could be added. For example, have the students determine the ten most important events in the novel using an effective graphic organizer.

c) **Reflective Assignments**

Reading Journal Assignment

In order for students to make connections to this novel on a personal level, teachers could have students document their thoughts while reading the novel. These ideas could then be shared in small groups or as whole class discussions. They may be edited and collected later for evaluation.

Powerful Quotations Assignment

- Students could pick one quotation and discuss, make a presentation, or write about its context and meaning.
- Teachers could select one or more quotations each day for discussion.
- Teachers could use these quotations in a test or exam to determine students' knowledge, understanding and so on.

“I wouldn't wish beauty on any woman who has not her own freedom, and who chooses not the hands that claim her” (4).

“Not having to think about food, or shelter, or clothing is a rare thing indeed. What does a person do, when survival is not an issue?” (6).

“Let me begin with a caveat to any and all who find these pages. Do not trust large bodies of water, and do not cross them” (7).

“Beauty comes and goes. Strength, you keep forever” (19).

“I nearly made myself crazy, wondering how to escape my own nakedness. To where could a naked person run?” (31).

“Many times during that long journey, I was terrified beyond description, yet somehow my mind remained intact. Men and women the age of my parents lost their minds on that journey” (56).

“It struck me as unbelievable that the toubabu would go to all this trouble to make us work in their land. Building the toubabu’s ship, fighting the angry waters, loading all these people and goods onto the ship—just to make us work for them? Surely they could gather their own mangoes and pound their own millet. Surely that would be easier than all this!” (62).

“After two months at sea, the toubabu brought every one of us up on deck. Naked, we were made to wash. There were only two-thirds of us left. They grabbed those who could not walk and began to throw them overboard, one by one. I shut my eyes and plugged my ears, but could not block out all the shrieking” (93).

“Englishmen do love to bury one thing so completely in another that the two can only be separated by force: peanuts in candy, indigo in glass, Africans in irons” (103).

“Turn your mind from the ship, child. It is nothing but a rotting carcass in the grass. The carcass has shocked you with its stink and its flies. But you have walked past it, already, and now you must keep walking” (106).

“You done cross the river, and your head is on fire. But grown man done cross the river and shut his mouth forever” (130).

“You don’t own that baby any more than you own the wool on your head. They both belong to me” (179).

“And my baby disappeared into the darkness as fast as a falling star” (183).

“That, I decided, was what it meant to be a slave: your past didn’t matter; in the present you were invisible and you had no claim on the future” (189).

“They knew how to bring ships to my land. They knew how to take me from it. But they had no idea at all what my land looked like or who lived there or how we lived” (213).

“We shall be free of the British and their taxes. Never again shall we be slaves” (252).

“None of us are truly free, until we go back to our land” (257).

“Sooner or later the British are goners, and when they leave, do you think they’ll be taking you?” (269).

“They had used us in every way in their war. Cooks. Whores. Midwives. Soldiers. We had given them our food, our beds, our blood and our lives. And when slave owners showed up with their stories and their paperwork, the British turned their backs and allowed us to be seized like chattel. Our humiliation meant nothing to them, nor did our lives” (307).

“There was nothing united about a nation that said all men were created equal, but that kept my people in chains” (311).

“I was discovering something intriguing about white people. It seemed that they wanted either to sing my praises or to run me out of town” (364).

“It seemed absurd that my first conversation as an adult with an African in my own homeland should take place in English” (381).

“I wondered how vigorously the Company would protest if slavers attacked Freetown and tried to whisk us away to Bance Island” (402).

“Might you not hate all white men indiscriminately? You would have good reason” (404).

“They would ask if you could be debating with me or if you could have read hundreds of books, had you not first been taken as a slave. Was that not your salvation? And are you not a Christian?” (410).

“It seemed to me that the trading in men would continue for as long as some people were free to take others as their property” (424).

“I let go of my greatest desire. I would never go back home” (442).

d) Character Analysis

Characters’ attributes, motivations, values and beliefs are some aspects that students could be prompted to explore. Students could account for their analyses and findings using graphic organizers. Teachers could consider assigning more than one character for points of comparison.

Characters (in order of appearance)

Aminata Diallo

John Clarkson

Mamadu Diallo

Sira Kulibali

Fomba

Fanta

Chekura

Sanu

Tom (medicine man)

Chief Biton

Robinson Appleby

Georgia

Mamed

Solomon Lindo

William King

Dolly

Mrs. Lindo

Sam Fraunces

Bertilda Mathias

Claybourne Mitchell

Malcolm Waters

Colonel Baker

Daddy Moses

Evangeline Moses

Jason Wood

Theo McArdle

Alverna Witherspoon

Thomas Peters

King Jimmy

Debra Stockman

Alexander Falconbridge

Anna Maria Falconbridge

William Armstrong

Alassane

Sir Stanley Hastings

e) Discussion

A variety of engaging and thought-provoking discussion questions are included below. Teachers may choose to assign these questions to the whole class, small groups, or individuals as discussion, homework, tests or even exams. These questions will go beyond simple knowledge of the text, guiding students to apply their knowledge and to develop critical-thinking skills.

BOOK ONE

And now I am old {London, 1802}

1. Using evidence from the text from the opening chapter, create a detailed character profile for Aminata. Include headings such as Events, Family, Values, Physical description, Personality. What five adjectives would best describe her?
2. It is clear that Aminata's life is very busy. List the events she has been attending and people she has been meeting in order to advance the abolitionist movement.
3. Explain, in your own words, why Aminata wants to be buried in London rather than her homeland of Africa.
4. Pink is used at the end of the chapter to symbolize the evils of the slave trade. Evaluate and discuss the effectiveness of this comparison.

Small hands were good {Bayo, 1745}

1. "The stars blinked like the eyes of a whole town of nervous men who knew of a terrible secret" (9). Simile is used here to foreshadow. What "terrible secret" is being referred to? Trace the development of the increasing danger of being abducted and how the paranoid villagers respond.
2. Why might Aminata's parents wake her in the middle of the night to share a cup of tea?
3. Outline the culture and society of the Bayo community from the descriptions provided in this chapter. What surprises you the most about the traditions and culture of Bayo?
4. Why would Aminata's mother tell Fomba not to hit the pregnant rabbit next time opportunity knocks?
5. After Aminata is captured, what happens to the community and citizens of Bayo? What becomes of Aminata's mother and father?

Three revolutions of the moon

1. List the various humiliations, cruelties and violations that Aminata and the others are forced to endure during their march to the sea, from physical to mental to emotional to spiritual. Record how they are able to overcome these in the chart below.

Atrocities	Kind: Mental? Physical? Emotional? Spiritual?	Explain how the characters overcome the atrocities

2. Find the most powerful quotation from the chapter that you believe represents the shame Aminata faced. Explain its power.
3. Aminata uses the revolutions of the moon and the presence of the sun in the sky to gauge the passage of time. Approximately how many days represent a revolution of the moon? A girl is described as young: “perhaps only four or five rains” (35). How many years might this girl be?
4. Aminata notes that they “passed village after village, and town after town” (34), but no one comes to help. Why wouldn’t people come to the aid of their fellow citizens being held against their will? Explore all the possibilities.
5. As they are rowed to the terrors awaiting them on the slave ship to America, Aminata is “even more afraid of sinking deep into the salty water” (53). Other than fearing drowning, why would she dread the fate of perishing at sea?

We glide over the unburied

1. In the opening paragraph, Aminata reflects on the role of a *djeli*, or storyteller, and notes that “when a *djeli* passed away, the knowledge of one hundred men died with him” (55). Using the evidence from the opening paragraph, explain what she means by this quotation.

2. The slave ship and ocean are described on page 57 using several literary devices including metaphor, personification and simile. Find an example of each and explain the intended effect of the three devices on the reader. In the remainder of the chapter, find another example of each literary device.
3. As Aminata continues to witness the horrors on the slave ship, she repeats the mantra “Be a *djeli* [storyteller].” How does taking this role prove to be advantageous to her survival, both mentally and physically?
4. When Fomba is being inspected, Aminata instinctively lies and translates that Fomba felt no pain even though one of his ribs was probably broken. Why was it “safer to lie” in this situation? What might have happened to Fomba if the truth of his physical state were revealed?
5. On page 66, Chekura asks Aminata to say his name out loud, because it’s important to him that “Someone knows my name.” Moments later, Aminata is flooded with the names of others nearby and understands that “They wanted me to know them. Who they were. Their names. That they were alive, and would go on living.” Reflect on why they would want their names known, even if only by a fellow captive?
6. Aminata remembers her father’s words: “Trust no one but yourself” (71). She has to navigate carefully through the intentions of Chekura, Chief Biton, and the medicine man, “Tom.” What evidence does she have that leads her to trust and distrust each person? What can Aminata gain from appearing trustworthy to each?
7. From the caged bird to the name “Mary” to the strange objects and the medicine man’s odd actions, Aminata is unable to fully grasp the complexity of what she finds, sees and struggles against in his room. Offer three examples and explain your interpretation of these oddities on the slave ship.
8. Slowly at first and then with increasing momentum, the captives on the ship defy their captors. List their rebellious actions and explain how each one is a small victory even if the outcome is not desirable.
9. Reflect on the benefits of song for the captives on pages 80 and 81.
10. While Aminata helps Fanta “catch her baby,” Fanta blurts out cruel words and revelations. Analyze all the

reasons why Fanta would choose to be so unkind to someone who risks so much to help her?

11. What were the toubabu hoping to accomplish when Aminata was told to call out to the men below that Fanta had her baby? What was the reaction? Why didn't the toubabu get the reaction that they were looking for?
12. During the rebellion following the birth of Fanta's baby, many horrors occur and lives are lost. Make notes of the casualties during that battle.
13. What do you think would have been the consequences for Aminata and Fanta had the medicine man discovered the slaughter of his bird?
14. Comment on the literary style of the powerful final paragraph of this chapter and Book One. Include references from the novel to support your ideas.
15. Discuss the effectiveness of the chapter title "We glide over the unburied."

BOOK TWO

And my story waits like a restful beast {London, 1803}

1. Examine and weigh the words and the actions of the abolitionists carefully against the words and thoughts of Aminata. Create four squares on a page to analyze the situation by listing on the top left what Aminata stands for, and on the bottom left, what she thinks of the abolitionists. On the top right, list what the abolitionists stand for, and on the bottom right, what they think of Aminata. In a couple of sentences, address whether you believe the abolitionists are using Aminata as a pawn to manipulate politicians or whether she is truly their "equal" and valued as an individual.

Aminata's beliefs and values	Abolitionists' beliefs and values
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Aminata's observations and opinions of the abolitionists	Abolitionists' observations and opinions of Aminata
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2. What strategy do the abolitionists think will be most effective to end slavery? Why doesn't Aminata agree? What strategy does Aminata believe to be the most effective to end slavery?

They call me an "African" {Sullivan's Island, 1757}

1. In Africa, a hierarchy was established based on who was freeborn and who was a slave, but Biton insists that these rules no longer apply. Aminata writes, "The toubabu were to know nothing of us" (108). Why would Biton and others conceal their culture and traditions from the toubabu? Why does Fanta resist and still treat Fomba with inequity?
2. While Biton is being auctioned, he makes eye contact with Aminata and says her name. What message is he sending to her?
3. The process of the auction is confusing for Aminata. Clarify the entire auction process from the moment when Biton is on the "block" to when Aminata and Fomba are claimed.
4. Aminata is in a new, strange world and observes that "not a single homelander fought or shouted or ran. They showed no resistance at all" (118). Why wouldn't anyone try to escape or resist their captivity?
5. What is the "fishnet"? What is its importance?

Words swim farther than a man can walk {St. Helena Island, 1757}

1. List all of the things that Georgia taught "Meena." Why is it important that the "buckra" not know the language "Gullah"?

2. Conversely, Aminata teaches many things to Georgia. Compile a list of what was shared.
3. In your own words, describe Mamed's background and how he came to be overseer of the indigo plantation.
4. Why would Georgia and Aminata agree not to let anyone know that Falisha had a still-born child?
5. Illustrate the process of making indigo dye at the plantation.
6. What irony exists about the indigo dye and the urine of slaves used to create it?
7. Explain the duality of the relationship that forms between Aminata and Mamed.

Milk for the longest nursing

1. During her interactions with King, Appleby and Lindo, what does Aminata learn?
2. Why was Appleby unhappy about Aminata's pregnancy? What punishment did he impose?
3. What does Chekura have to risk and navigate through in order finally to see Mamadu?
4. When Mamadu is gone, what does Aminata feel is the reason for Chekura's absence? What does her reasoning reveal about her character?

The shape of Africa {Charles Town, 1762}

1. What does Lindo mean when he says, "I am not a white man. I am a Jew, and that is very different. You and I are both outsiders" (188)?
2. Using significant examples from the novel, prove how the Lindos treat their "servants" differently than Appleby did on the plantation.

3. The city of Charles Town is described as a place full of chaos that resembles Hell. Use examples from the chapter to support this setting.
4. While Lindo proves to be a very generous benefactor, he also shows signs of having less positive motives. Record examples that show that Lindo may not be the kind man he considers himself to be.
5. Why does Lindo shout, “I had to grovel just to be let into the Society” (209) when Aminata requests to see a map of Africa?
6. Given the character flaws revealed in this chapter and others concerning Lindo, is he a hypocrite? Support your claim with significant points.

Words come late from a wet-nurse

1. Comment on the irony that Aminata was allowed to care for Mrs. Lindo when she was sick, but was not permitted to attend her shiva—the mourning period—after her death.
2. Explain how the relationship between Aminata and Lindo declined during this chapter. What does Lindo do in hopes of repairing the damage?
3. After reuniting with Chekura, Aminata is presented with the option to leave Lindo and Charles Town and to stay closer to Chekura. Does Aminata make the right decision to remain apart from Chekura? Explain.

BOOK THREE

Nations not so blest as thee {London, 1804}

1. What important event keeps Aminata going even though she is weary?
2. What evidence is there that Aminata is haunted by her past in this chapter?

They come and go from holy ground {Manhattan, 1775}

1. What actions can Aminata carry out in Manhattan that she would not be permitted to in Charles Town? Why the difference?
2. What is Canvas Town?
3. Explain the political motivations Lindo has for visiting New York. What does he hope to accomplish?
4. Why are the conditions optimal for Aminata to make her escape on April 23, 1775?
5. What is a “house busting”?
6. Even though many British citizens owned slaves, why would Lord Dunmore, governor of Virginia, promise “freedom for any Negroes who agreed to fight for the British in the war” (268)?
7. How do Aminata’s skills at midwifery not only help her through the winter but help others as well?

Negroes or other property

1. Why did the inhabitants of Canvas Town greet the notice of the peace treaty with horror? Why did it spell disaster for “anyone who had escaped slavery” (283)?
2. How are the British forces able to keep their promise of freedom to those who worked for them for a year or longer?
3. Was it more than coincidence that Waters should save Aminata from rape on page 270 only to see her become so useful to the British Army in preparing for the settlement of the Loyalists? Explain.
4. What was the document known as The Book of Negroes? Why was it necessary to write down the names and details of all who had left New York?

5. What is an “indentured servant”?
6. Why is Chekura not impressed to learn that “the British were indeed sending some fugitives to freedom, but were also allowing white Loyalists to bring along slaves” (294)?
7. Lindo wants to speak to Aminata following her court case where she is set free, but she refuses. What do you predict that Lindo wanted to say to her?
8. Why did Aminata refuse to speak with Lindo and what do you think about her decision?

Gone missing with my most recent exhalation {Birchtown, 1783}

1. What treatment does Aminata receive upon landing in Shelburne?
2. Describe Birchtown. Is it better or worse for Aminata than Manhattan? Charles Town? St. Helena Island?
3. What is the meaning behind the title of this chapter?

My children were like phantom limbs

1. How does Daddy Moses’ warning “Don’t get too close to white folks, they can be fair-weathered friends” (334) hold true in this chapter?
2. How did Aminata’s work for the Witherspoons benefit more than just herself?
3. What motivated the angry mob in Shelburne to attack those from Birchtown?
4. Explore what reasons the Witherspoons might have had for taking May with them. If Aminata had found them in time, before they disappeared with May, what do you think the Witherspoons would have said in their defence?

Elephants for want of towns

1. Why did Thomas Peters travel to England? What resulted from his visit?
2. Why was the Sierra Leone Company so interested in resettling the Black Loyalists?
3. Skim back over the first chapter of this novel. Where has the name “John Clarkson” appeared before?
4. What were the “Rules and Regulations for the Free Black People Embarking for Sierra Leone”? Were they necessary? Explain.
5. What has Aminata finally decided when she vows, “I would take what was left of my body and spirit and join the exodus to Africa” (370)? Is she being realistic? Explain.
6. Comment on the meaning of this chapter’s title.

BOOK FOUR

Toubab with black face {Freetown, 1792}

1. What factors prevent the “Adventurers” from disembarking from their ships onto Sierra Leone soil when they first arrive?
2. Analyze the benefits and drawbacks of having the Freetown colony situated so close to the slave industry.
3. Explain who “King Jimmy” is. Is he a threat, or, as Aminata observes, more of a buffoon?
4. Why does Aminata feel lost and disconnected, wondering “who exactly I was and what I had become” (386), even though she has returned to her homeland?

5. How is it true that the British betray the settlers yet again? Report on all the ways in which the betrayal occurs.
6. Who is the “toubab with black face”? Why does Fatima prevent foreigners from exploring past the coastline? In the previous chapters, when have similar preventions (i.e., of language, of knowledge, of culture) occurred? Are the reasons the same each time, or are they different? Discuss.
7. In what ways does alcohol have a negative effect on Freetown? How does alcohol contribute to the perpetuation of the slave trade?
8. Why did all attempts to stop the coffle from boarding the canoes to Bance Island fail?

Help from the saints

1. Mrs. Falconbridge suggests that Aminata write a story about her life, similar to the account of Olaudah Equiano, a former African slave. Falconbridge comments that “I have no idea if his account is entirely true. But no matter” (409). Does it matter if these accounts of slavery are entirely true? Why would someone doubt their credibility? Explain.
2. Mrs. Falconbridge and Aminata have drinks near the end of this chapter, and they debate about the slave trade. Copy down the points they make for each side. What would you contribute if you were a part of this debate?

G is for Grant, and O for Oswald

1. What is ironic about Armstrong’s apology to Aminata after she looks out to the slave pens and says, “I hadn’t intended for you to see that” (417)? What does this irony reveal about his character?
2. Aminata asks Armstrong the powerful question “why?” concerning slavery. What reason does he offer in response? Is it a good reason? Explain. What would you say to him in response?
3. Is there truth in Armstrong’s retort that “There is no profit in benevolence” (421)? Explain.

4. Why is William Armstrong shocked to see Aminata's brands? What do they mean? What ramifications could this have on the viewpoint of not only Armstrong, but others who participate in the slave trade?

God willing

1. How does not revealing to Alassane that she knows Fulfulde benefit Aminata on her journey inland?
2. What is the most commonly traded item inland? Is this surprising? Why or why not?
3. An eerie déjà-vu occurs for Aminata as she passes coffin after coffin of slaves and admits that she is "silent and unable to act" (435). Should she have done more? Explain. What do you think she now understands about her own march into slavery?
4. During her journey inland, Aminata has many days to reflect on her initial capture and march to captivity. What discoveries does she make along the way about her former life in Africa?
5. Given that Aminata has dreamt all her life of returning to her home in Africa, evaluate her decision to plan her escape once she "knew in that moment that [she] would never make it back home" (439). Is she too quick to give up her dream or was it a futile effort from the start? Explain.
6. How does telling her stories to the village help to bring Aminata some satisfaction despite having lost her dream of finding Bayo?

Grand djeli of the academy {London, 1802}

1. What parallel was the author aiming for in including the reportage that most of the insects, reptiles and animals brought on the ship by Hector Smithers perished?
2. Why is it fitting that the final chapter returns to where the novel began?

3. Why do you think that the branding of slaves was of such importance to both the courts and the newspapers?
4. What statement was James Gillray making in his caricature of Aminata and King George III on page 462? (Note that this caricature can be seen in the illustrated edition of the novel.)

{Note to teacher: King George III was the target of many political statements regarding slavery during this period. As the leader of the world's major slave trading nation, King George III is satirized by Gillray for advocating a sugar boycott to the horror of his own family. Years earlier, Jefferson pinned the evils of slavery on the King in the first draft of the Declaration of Independence.}

5. Were you surprised about the proceedings of Aminata's meeting with the King and Queen? Explain.
6. Were you satisfied with the conclusion of the novel? Explain.

Post-reading Activities

These suggested activities will allow the teacher to evaluate student success in meeting the overall learning outcomes of the unit. Skills including reading fluency, oral communication, essay writing, researching and creative thinking can be evaluated here.

a) Research Projects

As mentioned in the "Pre-reading" section, teachers may choose to have the students read the sections "A word about history" and "For further reading" upon finishing the novel, to gain a better understanding of the history of the text. The "Pre-reading" section also lists groups of topics for research. Some school libraries may have a diverse collection of slave narratives, memoirs and other historical references. Teachers may wish to take their class on a field trip to a local municipal library or to a university library that houses a wider collection to expand the research base. In addition:

- Students could trace their own genealogy and/or write their own narrative of an ancestor of their choosing.

- Students could develop an annotated bibliography of their research along with a word web of search-engine keywords and phrases.
- Students could be encouraged to find The Book of Negroes document online. Lawrence Hill wrote an award-winning article for the February–March 2007 issue of *The Beaver* titled “Freedom Bound”: http://www.lawrencehill/freedom_bound.pdf. The research assignment could be knowledge-based or reflective, or uncover the students’ own genealogies.
- Students could trace the intriguing history of the Black Loyalists, whose service to the losing side of the American Revolution led to an exodus from Manhattan to Nova Scotia, where names were transcribed by the British Navy into the ledger known as The Book of Negroes. The following books can be ordered through libraries or purchased for the school collection to complement this research. Particularly, *The Black Loyalist Directory* contains a detailed introduction as well as an in-depth examination of The Book of Negroes document:
 - *The Black Loyalists: The Search for a Promised Land in Nova Scotia and Sierra Leone 1783–1870*, by James W. St. G. Walker (University of Toronto Press, 1999)
 - *The Loyal Blacks*, by Ellen Gibson Wilson (Capricorn Books, 1976)
 - *The Black Loyalist Directory: African Americans in Exile after the American Revolution*, edited by Graham Russell Hodges (Garland Publishing Inc, 1996)
- Students could explore the beginnings of African-American and African-Canadian literature through collections of slave narratives. Two recommended titles are as follows:
 - *Fire on the Water: An Anthology of Black Nova Scotian Writing, Vol. 1* (edited by George Elliott Clarke) containing memoirs by David George, Boston King, John Marrant and others
 - *The Classic Slave Narratives* (edited by Henry Louis Gates), including memoirs by Frederick Douglass, Olaudah Equiano, Harriet Jacobs and Mary Prince

- Narratives from slave traders who later joined the abolitionist movement and renounced the practice could also be examined in more detail. For memoirs of note, see “For further reading” in *The Book of Negroes*, and the following:
 - *The Journal of a Slave Trader 1750–1754*, by John Newton (edited by Bernard Martin and Mark Spurrell)
 - *An Account of the Slave Trade on the Coast of Africa and Narrative of Two Voyages to the River Sierra Leone*, by Alexander and Anna Maria Falconbridge (introduced and footnoted by Christopher Fyfe).
- The organization of the exodus of Black Loyalists from Nova Scotia to Sierra Leone is described in diary form in *Clarkson’s Mission to America 1791–1792*, by John Clarkson (edited by Charles Bruce Fergusson). Students could research other key players including Thomas Peters, David George, Boston King and Moses Wilkinson.

b) Debates

This novel contains many engaging and complex topics that invite debate, discussion or essay writing. For example:

- Should a book title be censored?
- Should an author take liberties when writing about history?
- Can a male writer effectively capture the female voice?
- Can a person read and study fiction in order to learn effectively about history?
- Is this novel relevant to today’s society?
- Should “slave auctions” be used as a form of fundraising in schools?
- Who would relate more to this novel, Americans or Canadians?
- Is the novel more about triumph or defeat?
- Were Fanta’s actions for the better when she killed the infants on board the slave ship?
- Did Aminata survive more as a result of coincidence or as a result of skill?
- Is it better to fight the impossible, or to wait and learn?

c) Essays

The following statements are best suited for essay writing; however, they could be modified for discussion, examination, tests or debate.

1. *Maintaining one's identity is the ultimate act of resistance.* Prove this statement to be true in your essay and use quotations from the novel to support your ideas.
2. Collect evidence from the novel that traces Aminata's development from a child into an adult. Analyze how each event affects her character and shapes her identity.
3. Aminata observed that "I had learned that there were times when fighting was impossible, when the best thing to do was to wait and to learn" (379–380). Explore whether this statement is true.
4. "Personally, I concluded that no place in the world was entirely safe for an African, and that for many of us, survival depended on perpetual migration" (385). Discuss how the concept of perpetual migration was essential to the survival of Aminata and others in the novel.
5. "The men, who felt an obligation to change their situation, could go mad in the face of their own powerlessness. But the women's obligation was to help people. And there were always little ways to help, even if the situation could not be altered" (408). Was Aminata better able to survive her ordeals because she was female?
6. Was it to Aminata's psychological advantage to face the ordeal of kidnapping and enslavement while she was still a child?
7. Throughout the novel, Aminata demonstrates varying degrees of patience. Develop a thesis statement and essay to discuss how patience was pivotal in her life.
8. "We need you, Meena. The abolitionist movement needs you. We need your story and we need your voice" (425). What unique knowledge and experiences does Aminata have to help advance the movement? Evaluate the ways in which Aminata's story provides the necessary evidence to support the abolitionist movement of the time.

9. “I don’t govern my life according to danger” (427). Prove this statement to be true by identifying and discussing the elements that governed Aminata’s life.
10. In the opening lines of the novel, Aminata reflects that “There must be a reason why I have lived in all these lands, survived all those water crossings, while others fell from bullets or shut their eyes and simply willed their lives to end” (1). Explore the extent to which being resilient, having a sense of justice and being at the right place at the right time contributed to Aminata’s survival.
11. As the coffle of prisoners is marched to the sea, they encounter a variety of people, from men who are paid to guard them, to the reception of more prisoners in exchange for cowrie shells and salt, to village boys who hurl objects at the captives, to women who hand them food in kindness. Many could have helped stop the abduction but chose not to. Discuss the prevalence of free will in the novel.
12. In the chapter titled “We glide over the unburied,” Aminata believes that “a series of coincidences saved [her] life during the ocean crossing” (56). Was it just coincidence that permitted Aminata to survive, or were there other factors?

d) Comparisons

Venn Diagrams, charts, essays, discussions and reviews are some of the many ways in which the ideas and events from *The Book of Negroes* could be compared on a variety of levels.

- An interesting juxtaposition emerges when one realizes that Aminata’s skin has symbolic markings. Compare the branding of slaves to the practice of scarification by Muslims.
- Harper Lee’s *To Kill a Mockingbird* poses an interesting comparison, and many educators have advocated for the replacement of *To Kill a Mockingbird* with *The Book of Negroes*. The following is a Web link for an article that discusses this issue: <http://www.metronews.ca/toronto/local/article/286480--educators-mull-removal-of-to-kill-a-mockingbird>. Students could read both

novels to compare them, or view the movie version of *To Kill a Mockingbird* (Universal Films, 1962), as the main characters in both texts (Aminata Diallo and Scout Finch) have many similarities including:

- resilience
 - reliance on many adults to guide them
 - reflective and mature outlook on life
 - their stand against the *status quo*
- A cultural and human rights comparison could be made between the novel *The Book of Negroes* and the movie *Schindler's List* (Universal Films, 1993) as both texts use the symbol of a list to represent freedom and sacrifice of human beings.
 - Early slave narratives including *The Classic Slave Narratives* (edited by Henry Louis Gates) could be compared to *The Book of Negroes*. One could explore the authentic voice versus the fictional voice, which text is more effective in swaying the audience, strategies for developing sympathy for the abolitionist movement, and so on.

The novel could be compared to other books or essays by Hill (see Body of Work under “Biography” in this guide). Writing style, settings, characters, themes, and so on are possible points of comparison.

- Hill met with Queen Elizabeth II in 2008 to discuss his Commonwealth Prize-winning novel, *The Book of Negroes*, and the novel contains a scene where Aminata Diallo meets with King George III and Queen Charlotte Sophia regarding Aminata’s book about her life. Draw comparisons between these two events and discuss the irony that emerges.
- As teenage readers, perhaps struggling with their own identity, facing challenges, developing resilience, and so on, students could make connections between themselves and Aminata’s character and experiences in the novel and record their observations in a reading log.

e) Criticism and Literary Analysis

Students could explore and report on plot structure, setting, characters, themes, voice and literary style at the end

of the unit. Criticism from credible sources could also be researched and applied to essays, debates, analyses, etc. Lessons could be developed about selecting credible criticism from both electronic databases and the Internet along with proper citation format and perseverance in searching for information and ideas. Students could choose to read *Any Known Blood* to compare the style, structure, and so on of the two works.

f) Creative Projects

There are many possible creative projects that could be assigned as extensions of reading this novel:

- Students could imagine and write the first few pages of another (fictional) person's memoir.
- Students could be asked to create their own travel itinerary and blog, based on a route that follows Aminata's journey, to support the literary-tourism industry.
- Dramatic readings could be assigned where students present a section of the novel. They could also create visuals to enhance their presentation (i.e., select accompanying images on PowerPoint).
- The craft of storytelling itself could be studied and explored. Students could be asked to mimic the opening chapter with a profile of their own life or the life of a family member or friend.
- Journal writing could be fostered by studying a scene or character from the novel and writing a series of journal entries or letters to capture the details of events or the character's thoughts. Students could also model their journals or letters after a historical figure, including a leader of the Black Loyalists, passengers listed in The Book of Negroes document, members of the abolitionist movement, and so on.
- At the end of the novel, Aminata learns that a cartographer has been hired to draw a map to accompany her memoir. In the illustrated version of the novel, this map has been reproduced. Students could be asked to design their own maps and to argue how theirs better represent Aminata's journey.

Internet Resources

The Internet links below will provide both teachers and students with a starting point for research. Please be aware that many Internet sites close or become obsolete over time; check these sites in advance to ensure they are still active.

www.antislavery.org

The site of Anti-slavery International, dedicated to the eradication of modern slavery on a global level

http://archives.cbc.ca/arts_entertainment/literature/clips/16104/

Video clip documenting Hill's Commonwealth Writers' Prize visit with Queen Elizabeth II in 2008

www.blackloyalist.com/?page_id=6

The site of the Black Loyalist Heritage Society of Nova Scotia

www.cambridgelibraries.ca/bciab/b1329361.pdf

A two-page guide including an introduction by Lawrence Hill and questions for discussion

www.cbc.ca/arts/books/book_of_negroes.html

An interview with Lawrence Hill regarding the novel

www.cciorg.ca

Canadian Crossroads International, the non-profit organization that sent Lawrence Hill to travel on cultural exchanges in West Africa and that continues to provide support to girls and women in West and southern Africa

www.gov.ns.ca/nsarm/virtual/africans/BNresults.asp?Search

A virtual archive of The Book of Negroes document

www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ac41

A historical and comprehensive look at slavery

www.lawrencehill.com

The author's website

www.metronews.ca/toronto/local/article/286480--educators-mull-removal-of-to-kill-a-mockingbird

Discussion of replacing the canonized *To Kill a Mockingbird* with *The Book of Negroes*

<http://museum.gov.ns.ca/Blackloyalists/>

The Nova Scotia Museum website with information about the Black Loyalists