

Annotated Bibliography

Primary Sources

A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875, *Library of Congress*.
<http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=003/llac003.d&recNum=702>. Accessed March 30, 2019.

This website contains the original document for the first Fugitive Slave Act passed in 1793. I used this document to provide historical context, specifically the harsh laws around slavery that existed during that time due to the concerns of Southern slave owners. Furthermore, this document helped me understand the growing fear of escaped slaves within the United States that would have been heightened by the Creole Slave Rebellion.

A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875, *Library of Congress*.
<https://memory.loc.gov/cgi-bin/ampage?collId=llcg&fileName=007/llcg007.db>. Accessed March 30, 2019.

This website contains a document of the original nine resolutions proposed by Joshua Reed Giddings, a senator from Ohio, following the Creole Slave Revolt. Giddings was a strong abolitionist, and these resolutions, condemning slavery, display the political impact of the Creole Slave Revolt. Because Giddings' response was different from those in the South and other Senators such as Calhoun, I used this to display the different Congressional responses to the Creole Case in the United States.

"An Act for the Abolition of Slavery Throughout the British Colonies", 28 April 1833,
<http://omeka.tplcs.ca/virtual-exhibits/exhibits/show/freedom-city/item/183>

This website included the original British act that forbade slavery in all of its colonies. This was vital to historical context, as this act made the Bahamas a place where the slaves involved in the *Creole* affair could escape.

"Am I not a man and a brother", from the Library of Congress, created 1837,
<https://www.loc.gov/pictures/item/2008661312/>

This image, used as the medallion for the British Anti-Slavery Society, is powerful in its depiction of abolitionist values. I used it to portray abolitionist thinking that slaves were humans, and more than property. This helped me in understanding historical context.

"Bahamas, Nassau", from the British Public Library, 1884.

This 19th century map of the Bahamas helped support my description of how the slaves arrived in the British colony of the Bahamas in order to gain freedom.

Barnard, George N., "Auction & Negro Sales, Whitehall Street", Photograph, 1864. From Library

of Congress, <http://www.loc.gov/pictures/item/2018666988/>

This image, showing a slave business, helped me convey how common slavery was in the everyday lives of Americans during the time of the *Creole* slave revolt.

“Battle of the Coral Sea”, <http://history.sandiego.edu/gen/civilwar/03/creole3.html>. Accessed 11 December 2018.

This account of the Creole slave revolt published in New York in 1850 reveals the impact the slave revolt had on future events in history. Given that the Civil War began a decade later, this source shows how the Creole slave revolt foreshadowed a change in the lives of African Americans in the United States. This source also helped me display different reactions to the Creole Case. Unlike various Southern newspapers, this source came from a Northern newspaper, and had a more positive and hopeful reaction compared to the South, where slavery was prominent. I used this to display the varying public reactions to the Creole Case.

“Case of the Creole”, Hansard(Parliamentary Debates), Debate 14, House of Lords, Volume 60, February 14 1842, https://api.parliament.uk/historic-hansard/lords/1842/feb/14/case-of-the-creole#column_318, Accessed May 10 2019.

This primary source was critical to understanding how the slaves finally got their freedom, as it includes the recordings of the parliamentary debate in which the Earl of Aberdeen announced that the slaves who rebelled would be freed from jail. This also helped me emphasize the “triumph” aspect of my topic.

“Case of the Creole”, *The Liberator*, 11 March 1842, Boston, Massachusetts, <http://fair-use.org/the-liberator/1842/03/11/the-liberator-12-10.pdf>, Accessed 3 May 2019.

This source provides a powerful abolitionist perspective to the *Creole* case by stating a rhetorical question about whether the slaves were “murderers” because they overcame “their oppressors”. I used this to display the significance of the *Creole* incident among abolitionists at the time.

“Charles Sumner”, created 1872, from Library of Congress, <http://www.loc.gov/pictures/resource/pga.00048/>

This image represents Charles Sumner, an abolitionist figure during the time. Next to the image, I included a quote by him regarding the *Creole* incident. This image strengthened that quote.

“Creole”, 1841, <https://newafrikan77.wordpress.com/2016/11/07/the-creole-revolt-november-7-1841-richmondhampton-va-led-by-new-afrikan-freedom-fighter-madison-washington/>

This original list of the slaves aboard the *Creole*, including Madison Washington’s name, supports my writing mentioning several names of people involved in the *Creole* affair.

Currier & Ives. “The true issue or ‘That’s what’s the matter’”, United States, ca. 1864. New York:

Published by Currier & Ives. Photograph. Retrieved from Library of Congress, <https://www.loc.gov/item/2003656580/>

This political cartoon portrays the two sides of the conflict surrounding slavery, and both of them pulling apart at the map of America. This image helped serve as a creative way to introduce the divisions within the United States that would be intensified by the *Creole* incident.

“Daniel Webster, head-and-shoulders portrait, facing front”, between 1851 and 1860, from Library of Congress, <https://www.loc.gov/pictures/item/2004664080/>

I used this portrait of Daniel Webster to strengthen his quote I included that criticized British actions.

Davis, Theodore R., “A slave auction at the south”, from Library of Congress, 1861, <https://www.loc.gov/pictures/item/98510250/>

This image is a 19th century portrayal of a slave auction, and I use it in my thesis page in order to introduce the audience to the slave trade.

Dielman, Frederick, Artist. “Celebration of the abolition of slavery in the District of Columbia by the colored people, in Washington”, Washington D.C., 1866, Photograph, <https://www.loc.gov/resource/cph.3a34440/>

This sketch portrays a joyful celebration in Washington, D.C. following the abolition of slavery in the United States. I used it at the end of my website to add to the “triumph” aspect of the theme and give closure to the audience.

Douglass, Frederick. “The Heroic Slave”. John P. Jewett, 1852.

This book, inspired by the Creole Slave Revolt, was written by former slave and well known abolitionist Frederick Douglass. The text represents the hope that the Creole Slave Revolt gave to those waiting to end slavery in the United States, and its contrast with Southern responses shows the increasing divide about slavery in the United States.

“Effects of the Fugitive Slave-Law”, from Library of Congress, 1850, <https://www.loc.gov/item/2008661523/>, Accessed 11 May 2019.

This abolitionist political cartoon about the fugitive slave law helped me portray how controversial the issue of slavery was during and after the law was passed. This helped me provide historical context for my topic.

“Eli Whitney’s Cotton Gin Patent Drawing”, from the National Archives, 14 March 1794, <https://www.archives.gov/files/education/lessons/cotton-gin-patent/images/patent-drawing-xl.jpg>, Accessed 12 March 2019.

This drawing of Eli Whitney’s Cotton Gin helped me emphasize its significance in increasing the demand for slaves to help produce cotton in the South, providing historical context to my topic.

“Frederick Douglass”, National Portrait Gallery, Smithsonian, Circa 1850,
https://npg.si.edu/object/npg_NPG.80.21

I used this image to portray Frederick Douglass, a former slave and advocate for abolitionism during the 19th Century. This image strengthened a quote by him I included regarding the *Creole* affair.

“George Hamilton Gordon, 4th Earl of Aberdeen, 1784-1860. Statesman”, Thomas Woolnoth English, from Scottish National Gallery, 1831,
<https://www.nationalgalleries.org/art-and-artists/22876/george-hamilton-gordon-4th-earl-aberdeen-1784-1860-statesman>

I used this image to strengthen my description of the Earl of Aberdeen, who announced the freedom of the slaves involved in the rebellion aboard the *Creole*.

Green, Barbara Layenette, “Slaves, Ships, and Citizenship: Congressional Response to the Coastwise Slave Trade and Status of Slaves on the High Seas, 1830-1842”, Denton, Texas, May 1975, https://digital.library.unt.edu/ark:/67531/metadc663617/m2/1/high_res_d/1002773444-Green.pdf, Accessed 30 March 2018.

This online file holds the transcript of the immediate resolution proposed subsequent to the Creole slave revolt by John Caldwell Calhoun, a Senator from South Carolina. Through this file, I learned the Southern response to the rebellion, and that many Southerners like Calhoun wished to punish the slaves and the British for their actions. Ultimately, this helped demonstrate the varying Congressional Responses to the Creole Case.

Green, Barbara Layenette, “Slaves, Ships, and Citizenship: Congressional Response to the Coastwise Slave Trade and Status of Slaves on the High Seas, 1830-1842”, Denton, Texas, May 1975, https://digital.library.unt.edu/ark:/67531/metadc663617/m2/1/high_res_d/1002773444-Green.pdf, Accessed 30 March 2018.

This online document contains quotes from different Southern newspapers in relation to the Creole incident, and helped me understand the fear and resentment towards the British that arose as a result of the rebellion. One of the newspapers even suggested war with Britain, and this reaction contrasted with the reactions of abolitionists and those in the North. Through this contrast, the original quotes from this online resource demonstrate the varying reactions of the American public to the incident, and how it helped spark division.

“Hon. Joshua Reed Giddings of Ohio”, Between 1855 and 1865,
<http://www.loc.gov/pictures/item/2017896144/>, Accessed 12 March 2019.

This image portrayed Joshua Reed Giddings of Ohio, a Congressman who represented abolitionist interests when dealing with the *Creole* case. I included this image in my project to help the reader visualize the debate that went on in the House of Representatives following the *Creole* Case.

Kerr-Ritchie, Jeffrey. Interview. 30 April 2019.

I interviewed Jeffrey Kerr-Ritchie, Associate Professor of History at Howard University, about my topic and the factors, politically and geographically, that worked in favor of the slaves aboard the *Creole*. He has also written a book related to the *Creole* case called “Rebellious Passage: The Creole Revolt and America’s Coastal Slave Trade”.

Laporte, Albert. “Revolt Aboard Slave Ship”, 1883.

This 19th Century drawing of a slave revolt depicts the awareness at the time that existed around slave rebellions in general, and helped support my description of the *Creole* slave revolt.

“Loss of the Schr. Hermosa.”, *Alexandria Gazette*, 21 November 1840, Alexandria, D.C., *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn85025007/1840-11-21/ed-1/seq-3/>, Accessed 1 May 2019.

This nineteenth century newspaper reports on an incident very similar to that of the *Creole*. This incident included the liberation of American slaves whose slave ship, the *Hermosa*, got shipwrecked in the Bahamas. Ultimately, before deciding on going to the Bahamas themselves, the slaves involved in the *Creole* affair recalled this incident. This demonstrates the historical context that incidents like these were common enough that the word spread to slaves throughout the United States, who were looking for a chance to escape their restricted lives.

Norwood, Hermond, and Fountain Hughes, “Interview with Fountain Hughes, Baltimore, Maryland.” *Library of Congress*. Baltimore, Maryland, November 6, 1949. www.loc.gov/item/afc1950037_afs09990a/

This audio interview from a former slave, Fountain Hughes, was instrumental in providing historical context; Hughes’ description of his forced, harsh labor and inhumane treatment was the reality of domestic slavery in the United States. Hughes’ experiences perfectly align with the “tragedy” portion of the theme “Triumph and Tragedy”, and sharing his personal story increased the impact of my website on the audience.

“Our Difficulties with England. - The Case of the Creole - The Right of Search”, *The New York Herald*, 15 March 1842, New York, New York, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn83030313/1842-03-15/ed-1/seq-2/>, Accessed 29 April 2019.

This newspaper, from a Northern state, displays the acknowledgement of even abolitionist states that relations between the United States and Britain were getting more tense as a result of the *Creole* case. Through this source, I understood the intensity of the diplomatic tensions between the two nations and how citizens in the United States viewed it.

“Parliamentary Papers: Volume 59”, H.M. Stationery Office: December 31st, 1843, Print.

This book included a variety of primary sources regarding the rebellion. This included the letter written by the Colonial Secretary of the Bahamas announcing the immediate freedom of the slaves besides the conspirators, and the depositions collected from several crew members

aboard the *Creole*, including the captain. Though these depositions had bias, as the crew members were against the slaves revolting, they were still valuable in understanding aspects of the incident. This source also helped me better understand the events that unfolded after the slaves arrived in the Bahamas that allowed for their freedom.

“Protest”, *Richmond enquirer*, 23 December 1841, Richmond, Virginia, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84024735/1841-12-23/ed-1/seq-4/>, Accessed 1 May 2019.

This newspaper includes a copy of the “Protest” by the crew members of the *Creole* against the liberation of the slaves, and against what happened. This source displays not only the feelings of the crew members towards the incident, but the way in which Americans viewed the incident, as many felt sympathetic towards the owners who had lost their slaves.

“Rank Injustice to Mr. Fillmore. - The Case of the Brig Creole”, 18 August 1856, Nashville, Tennessee, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn86053516/1856-08-18/ed-1/seq-2/>, Accessed 28 April 2019.

This news article includes pro slavery Americans claiming that Congressman Fillmore, a representative who voted to consider Giddings’ resolutions supporting the slaves, was not an abolitionist. I used this source to show the divide, even within Southern states, surrounding the people’s opinions of the politicians in Washington who voted different ways regarding the *Creole* incident.

Richmond enquirer, 13 August 1841, Richmond, Virginia, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84024735/1841-08-13/ed-1/seq-1/>, Accessed 30 April 2019.

This newspaper includes a runaway slave ad by Robert Lumpkin, one of the slave owners aboard the *Creole*, before the *Creole* affair occurred. I used this to display historical context through including everyday examples of slavery during the time, and this helped connect the historical context to the *Creole* rebellion itself.

Richmond enquirer, 02 January 1836, Richmond, Virginia, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84024735/1836-01-02/ed-1/seq-1/>, Accessed 30 April 2019.

This newspaper includes a slave advertisement by Thomas Mcargo, one of the slave owners involved in the *Creole* incident. Through this source, I connected the historical context of slavery and its economic importance in the Southern states to someone directly connected to my topic. I used this source to communicate how slavery was integrated into everyday American life at the time.

“Selections. From the New York Tribune, The Southern Convention”, *The Liberator*, 12 May

1854, Page 4.

This original newspaper, the *Liberator*, was a prominent anti-slavery newspaper during the mid-19th Century. The diction used in the newspaper illustrates the growing opposition to Southern slavery, and how many began to see slavery as backward and morally wrong. This provides historical context through showing the attitudes surrounding slavery as well as the growth of the abolitionist movement in America.

“Speech of Gerrit Smith”, *Anti-Slavery Bugle*, 02 February 1861, New-Lisbon, Ohio, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn83035487/1861-02-02/ed-1/seq-1/>, Accessed 4 May 2019.

This news article portrays one of many abolitionist views I examined as part of my research. It particularly criticizes the slaves being initially detained, and argues that the slaves’ violence was justified since they did it to earn freedom. This source was particularly helpful since many abolitionist sources did not address this specific concern.

“The Case of the Creole.”, *New York tribune*, 28 December 1841, New York, New York, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn83030212/1841-12-28/ed-1/seq-2/>, Accessed 30 April 2019.

This news article portrays an abolitionist perspective to the *Creole* case, conveying that the natural rights of the slaves mattered more than American law, especially when the slaves were beyond American seas. It also criticizes pro slavery reactions to the incident, displaying the divisions around the issue of slavery that were intensified due to the *Creole* incident.

“The Creole Case”, *Alexandria Gazette*, 16 March 1842, Alexandria, D.C., *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn85025007/1842-03-16/ed-1/seq-2/>, Accessed 1 May 2019.

This newspaper portrays the pro slavery reaction to the *Creole* affair, as it displays resentment towards the actions of the British authorities as a “gross..outrage on the sovereignty of the U.S.” I used this source to illustrate the views held by much of the American public against the liberation of the *Creole* slaves.

“The Creole Case”, *The Liberator*, 18 March 1842, Boston, Massachusetts, <http://fair-use.org/the-liberator/1842/03/18/the-liberator-12-11.pdf>, Accessed 5 May 2019.

This newspaper shows a common abolitionist argument in favor of the slaves, that they had not chosen to be in their position and that once they were out of the slave states, the laws of the slave states did not apply to them. I used this newspaper to demonstrate the contrast between abolitionist and pro slavery views.

“The Creole Case”, *The Madisonian*, 10 March 1842, Washington City, Washington, D.C. *Chronicling America: Historic American Newspapers*, Library of Congress,

<https://chroniclingamerica.loc.gov/lccn/sn82015015/1842-03-10/ed-1/seq-3/>, Accessed 2 May 2019.

This newspaper conveys the satisfaction of many American citizens when the Secretary of State, Daniel Webster, boldly opposed the actions of the British regarding the slaves involved in the *Creole* incident. The excerpt I used from the newspaper states that “America...asserted her rights”, and this source displays how citizens looked to their representatives in Washington to protect their interests.

“The Domestic Slave Trade. Case of the Brig *Creole*”, *The Liberator*, 24 December 1841, Boston, Massachusetts,<http://fair-use.org/the-liberator/1841/12/24/the-liberator-11-52.pdf>

This issue of *The Liberator*, an abolitionist newspaper, criticizes and displays opinions of Southern newspapers as well. One of these Southern newspapers called for war on Britain, and another one anticipated the actions of the politicians in Washington. I used this source to demonstrate the varying reactions to the *Creole* case.

“The Parliamentary Debates: Volume 127”, Reuter’s Telegram Company: 1842, Print.

These records of parliamentary debates helped me understand the different arguments that the British made for ultimately freeing the slaves despite the diplomatic tensions it would cause. By including this in my project, it helped emphasize the triumph of the slaves gaining their freedom, as the British could have decided to send them back to slavery in the Americas.

“The House of Lords from the River”, from the British Museum, Circa 1800, https://www.britishmuseum.org/research/collection_online/collection_object_details.aspx?objectId=3220356&partId=1&searchText=house+of+lords+from+the+river&page=1

I used this image to support my description of the announcement of the liberation of the slaves who rebelled aboard the *Creole*. Since the announcement occurred in the House of Lords in Parliament, this image complimented my writing.

“The ‘War of Races.’”, *The Jeffersonian*, 24 September 1874, Stroudsburg, Pennsylvania, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84026399/1874-09-24/ed-1/seq-1/>, Accessed 3 May 2019.

This news article reflects the abolitionist view of the *Creole* incident. By portraying the slave traders as the antagonists, this newspaper reveals the stark contrast between how abolitionists and those who were for slavery viewed the news of the *Creole*. While this newspaper portrayed the slaves as heroes, Southern newspapers portrayed them as violent. This contrast is vital to understanding why the *Creole* was a significant event at the time.

“Missouri Compromise”, from Library of Congress, 1820, <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=003/llsl003.db&recNum=586>, Accessed March 30, 2019.

In this website, I found the original Missouri Compromise of 1820. This provided me with a better perspective of the growing divisions between free states and slave states during the 1800s, and how these divisions became more prominent as the United States expanded. The Compromise was an attempt to minimize these divisions, and I used this to provide historical context for the Congressional actions surrounding the issue of slavery.

“Two Birds With One Stone”, *Richmond enquirer*, 13 October 1848, Richmond, Virginia, *Chronicling America: Historic American Newspapers*, Library of Congress, <https://chroniclingamerica.loc.gov/lccn/sn84024735/1848-10-13/ed-1/seq-4/>, Accessed 4 May 2019.

This Southern newspaper, resenting the actions of Congressman Fillmore, who voted to consider a resolution supporting the slaves, was essential in connecting the events in Washington to the American public. Though this source, I understood how many became upset when they did not agree with the way their representatives voted in the *Creole* incident. By displaying political impact, this news article shows the significance of the Creole Slave Revolt in American history.

United States Dept. of State, Webster, Daniel, Ashburton, Alexander Baring, Baron.
“Correspondence between Mr. Webster and Lord Ashburton ... on McLeod’s case ... on the creole case ... on the subject of impressment”. 1842. *Library of Congress*.
<https://archive.org/details/correspondencebe04unit>. Accessed March 29, 2019.

This website contains a series of letters exchanged between Secretary of State Daniel Webster and Lord Ashburton, a representative of Britain, following the Creole Slave Revolt. These letters helped me understand the diplomatic tensions that arose between the United States and Britain as a result of the revolt; while Webster argued that the laws of the United States applied to their slave ships, Britain refused to recognize slavery within their territory. This not only demonstrates the immediate impact of my topic, but shows triumph, since the events unfolded in a way that allowed the slaves to remain free.

“United States slave trade”, 1830, From Library of Congress,
<https://www.loc.gov/item/2008661746/>, Accessed 8 May 2019.

This image was used in the beginning of my timeline as an introduction to the topic of slavery. It is an abolitionist drawing that includes slaves of all ages and portrays their low status in society.

“Webster-Ashburton Treaty Ratification”, National Archives Catalog, 1842,
<https://www.docsteach.org/documents/document/webster-ashburton-treaty-ratification>

This image helped me strengthen my description of the Webster-Ashburton treaty, which, among other issues, resolved the diplomatic tensions that arose from the *Creole* case.

“What has the North to do with Slavery”, from the New York Public Library, 1839,
<https://digitalcollections.nypl.org/items/510d47da-7598-a3d9-e040-e00a18064a99>,

This image of the front of an anti-slavery almanac symbolized abolitionism in my thesis page.

Secondary Sources

Boley, Oklahoma (1903-) | *The Black Past: Remembered and Reclaimed*,
blackpast.org/gah/creole-case-1841. Accessed 11 December 2018.

This article shows a large amount of specific dates relating to the Creole Case, which I used to organize my information into a chronological and logical order. In addition, this source provides information on not just Madison Washington, who initiated the revolt, but the slaves who joined his rebellion. I used this information to enhance the audience's understanding of the major people behind the rebellion.

Britannica, The Editors of Encyclopaedia. "Slave Rebellions." *Encyclopædia Britannica*,
Encyclopædia Britannica, Inc., 2 Aug. 2017,
www.britannica.com/topic/slave-rebellions#ref1218383. Accessed 11 December 2018.

This article provides information about slave rebellions during the 1800s, and their political impacts. Therefore, this helped me provide historical context. Furthermore, this source connected this event and other rebellions to the American Civil War, which helped illustrate the long term impact of the Creole Slave Revolt.

Capture of Slave Ship, Arthur H. Clark, 1910

I used this image on the title page in order to foreshadow the fact that the *Creole* rebellion would occur aboard a ship.

Chandler, D.L. "The Creole Slave Revolt Took Place On This Day In 1841", 7 November 2013,
<https://newsone.com/2762407/the-creole-slave-revolt-1841/>, Accessed 23 January 2019.

This source provides many key details on the Creole Slave Revolt, and more importantly its aftermath and what happened to the slaves. Because of this, information from this site was used when describing the rebellion and its impacts.

"Cotton Gin and Eli Whitney",
<https://www.history.com/topics/inventions/cotton-gin-and-eli-whitney>, Accessed 22
January 2019.

This source provides information on the Cotton Gin, an innovation that made it easier to produce cotton, but also increased the demand for slaves in the United States. Since the Creole ship was part of the domestic slave trade, this helped me provide historical context.

Davis, Kenneth C. "In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents,
and Five Black Lives", *Macmillan Publishing Group, LLC*, 2016, Harrisonburg, Virginia.

This book provides several timelines of slavery in the United States, which helped me narrow down the most important ones to display on my website and provide historical context. Also, it helped me understand the harshness of 19th Century slavery, and this helped with historical context.

“Drawing of a landing of a cargo of slaves”, from State Library & Archives of Florida, 1860, <https://www.floridamemory.com/items/show/153659>,

This picture portrayed slaves being traded and carried through ships, and this perfectly represented the fact that the slave rebellion on the *Creole* occurred on a ship.

Downey, Arthur T. “The Creole Affair: the Slave Rebellion That Led the U.S. and Great Britain to the Brink of War”, Rowman Et Littlefield: 2014

This book helped me understand in depth the reactions of various sides to the *Creole* Case, and the diplomatic tensions caused by the incident.

Eden, Edward. “The Revolt On The Slave Ship Creole: Popular resistance to slavery in post-emancipation Nassau”, Volume 22 of Journal of the Bahamian Historical Society, Published October 2000.

I contacted the Bahamian Historical Society for a copy of this journal, and it was helpful in understanding the events of the Creole Slave Revolt in chronological order.

“Eli Whitney’s Patent for the Cotton Gin”, *National Archives*, 23 September 2016, <https://www.archives.gov/education/lessons/cotton-gin-patent>, Accessed 20 April 2019.

This source was helpful in understanding how the demand for slave labor rose in the Southern states during the 1800s, helping to provide historical context.

Eschner, Kat. “When Enslaved People Commandeered a Ship and Hightailed It to Freedom in the Bahamas.” *Smithsonian.com*, Smithsonian Institution, 7 Nov. 2017, www.smithsonianmag.com/smart-news/slave-revolt-ended-128-enslaved-people-free-bahamas-180967070/. Accessed 11 December 2018.

This website provides deep insight into how the rebellion was conducted, including the people involved, such as Madison Washington and 18 other conspirators. Additionally, the website mentions information about the events that followed the slaves’ arrival at the Bahamas. The site helped me determine the major ideas having to do with my topic, and this also helped guide further research.

Green, Barbara Layenette, “Slaves, Ships, and Citizenship: Congressional Response to the Coastwise Slave Trade and Status of Slaves on the High Seas, 1830-1842”, Denton, Texas, May 1975, https://digital.library.unt.edu/ark:/67531/metadc663617/m2/1/high_res_d/1002773444-Green.pdf, Accessed 12 December 2018.

This document was helpful in understanding the Congressional responses to the Creole Case, and how it impacted American politics. Besides providing primary sources, this online resource analyzed the major Northern and Southern politicians that reacted to the Creole Rebellion, such as John Calhoun and Joshua Giddings.

History.com, A&E Television Networks, <https://www.history.com/topics/black-history/slavery>. Accessed 11 December 2018.

This source provided information on laws regarding slavery in the United States up until and after the Creole Slave Revolt, and this information was used to provide historical context.

Jervey, Edward D., and C. Harold Huber. "The Creole Affair." *The Journal of Negro History*, vol. 65, no. 3, 1980, pp. 196–211. *JSTOR*, www.jstor.org/stable/2717095. Accessed 23 January 2019.

This source provides a very detailed description of the Creole Slave Revolt, including the names of all the main crew members, those who died, the main slaves initiating the revolt, what time the rebellion started and the events unfolded, specific quotes, and more. Because of this, this source was extremely useful in understanding how the rebellion occurred. It helped me demonstrate the incredible teamwork that made the freedom of the slaves possible.

"John Caldwell Calhoun", by George Peter Alexander Healy, Circa 1845.

I used this image to help the audience visualize Senator Calhoun, a representative who protected the interests of slave owners and Southerners who wanted to preserve slavery and resented the British for freeing the slaves.

Jones, Howard. "The Peculiar Institution and National Honor: The Case of the Creole Slave Revolt." *Civil War History*, vol. 21 no. 1, 1975, pp. 28-50. Project MUSE, doi:10.1353/cwh.1975.0036, <https://muse.jhu.edu/article/419336>, Accessed 23 January 2019.

This source provides historical context by including detailed information about how the Creole Case was reacted to around the nation and how helped spark the Abolitionist Movement. This helped me understand the short term and long term impact of my topic.

Kerr-Ritchie, Jeffrey R. "Rebellious Passage: The Creole Revolt and America's Coastal Slave Trade", Cambridge University Press: 2019

This book was full of rich primary sources that helped me decide what topics I should research in depth for my project. Its details were helpful for historical context, details about the rebellion itself, as well as the aftermath. I also conducted an interview with the author of the book to further understand these details.

Lawlor, Jim. "Paul Albury: A Man and His Writings", published 16 October 1975.

I obtained this source through contacting the Bahamian Historical Society, and the author of it is Jim Lawlor, Vice President and Corresponding Secretary of The Bahamas Historical Society. I used this resource to understand the strategy behind the revolt of the slaves aboard the *Creole* and the factors that allowed for them to finally gain their freedom.

McConnell Map Co., "The Missouri Compromise, 1820", from the Library of Congress, published 1919, <https://www.loc.gov/resource/g3701sm.gct00482/?sp=25>

This high quality map helped me make sense of the Missouri Compromise, and this helped with understanding the historical context of my topic.

Smith, Chapman, "American Anti Slavery and Civil Rights Timeline",
<http://www.ushistory.org/more/timeline.htm>, Accessed 21 January 2019.

This source provides a timeline of Abolitionism, Slavery, and Civil Rights in the United States from the 1600s to the present day. While some information from this site could be less relevant than others, it helps connect the Creole Slave revolt to other time periods and the current time period. The details from this website helped me with both historical context and showing the historical impact of my topic.

"Slavery Timeline", <http://www.digitalhistory.uh.edu/era.cfm?eraID=6&smtID=4>, Accessed 12 December 2018.

This source also provides a timeline of slavery in the United States, and has lots of relevant information that I used to prove the historical significance of my topic.

Siegel, Micheal, "The Domestic Slave Trade 1808-1865", from the New York Public Library,
<https://digitalcollections.nypl.org/items/870d6ad4-9625-9a3a-e040-e00a1806516e>,

This map helped portray the different slave trade routes within the United States during the 19th century, which provided historical context since the *Creole* ship was part of the domestic slave trade.

"The Creole Affair", *Youtube*, Uploaded by US National Archives, 22 July 2015,
<https://www.youtube.com/watch?v=UFz7dQCiq9o>

This video is a lecture by an author named Arthur Downey, who wrote a book about my topic, and includes detailed information about British and American Reactions to the Creole Slave Revolt. I found it particularly helpful when the video described the way in which the slave owners filed lawsuits following the rebellion, and how this played out.

Paul, Carl Lawrence. "The Slaveholding Crisis: Fear of Insurrection and the Coming of the Civil War": LSU Press, 2017. Print.

This book helped me understand the existing tensions that existed during the 19th Century surrounding the issue of slavery, and the role that rebellions played in it. It included a quote by Abel Upshur, part of the John Tyler Administration, that I found helpful in understanding the diplomatic tensions that arose from the *Creole* affair.

"Webster-Ashburton Treaty, 1842",
<https://history.state.gov/milestones/1830-1860/webster-treaty>

This website helped me understand how the Webster-Ashburton treaty reduced the diplomatic tensions caused by the Creole Case.

Williams, Micheal Paul, "Brig Creole Slaves", February 2002,

https://www.richmond.com/special-section/black-history/brig-creole-slaves/article_11391522-9222-5006-95eb-c1db7f61f9b4.html

This website provided some relevant information on different Congressional and public reactions to the Creole Slave Revolt.

26 Star U.S. Flag, Author Unknown, 26 April 2000

I used this image of the United States flag in 1841 for aesthetic appeal on my first page.