

The African Slave Trade: A Different Perspective



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Spring 2013

The London Evening Post. London:
The London Evening Post, 2012.
N. pag. Web. 14 Nov. 2012.
<<http://www.thelondoneveningpost.com/features/history-of-uganda-part-48-how-mwanga-fought-to-preserve-his-kingdom/african-slavery/>>.

Slavery has been around since the beginning of time. However, most often the only perspective that students have of the African slave trade is from their study of American history. One misconception is that slavery began with the demand for slaves by Europeans and Americans. The following lesson will show that slavery was already a part of African history. In fact, rival African tribes were capturing others Africans to be used as slaves within their own villages long before Europeans or Americans arrived on African shores. However, it was not until the need for slaves in the Americas that some African tribes became willing trade partners with Americans and Europeans wishing to purchase African slaves.

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Overview		Back to Navigation Bar
Objectives	Students will:	
	<ul style="list-style-type: none"> • Access prior knowledge of American Slave Trade • Understand that slavery was being practiced on the African continent prior to American involvement in the slave trade. • Analyze primary sources to show a better understanding of African slave trade 	
Recommended time frame	One to two 50 minute class periods	
Grade level	7 th grade social Studies/ World History	
Curriculum fit	7 th and 8 th grade Social Studies	
Materials	Source list from the Library of Congress and other	

	<p>resources</p> <ul style="list-style-type: none"> • One copy of each of the sources • 6-10 packets of source documents • Photo Analysis Worksheet: <ul style="list-style-type: none"> ○ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf • Motion Picture Analysis Worksheet: <ul style="list-style-type: none"> ○ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Motion_Pictures.pdf ○ Student Analysis Worksheet http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf ○ 3 x 5 cards • Youtube clip of movie Amistad: http://www.youtube.com/watch?v=8nePOpkYwjY&safe=active
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Michigan State Learning Standards

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	<p>Social Studies: Common core Standard 7-H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof</p>
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Procedures

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	<p>Day One, Step 1:</p> <ul style="list-style-type: none"> • Divide students into six groups. • Give each group one 3 x 5 card • Provide each group with the following three documents: <ul style="list-style-type: none"> ○ Slave Stowage :http://www.loc.gov/r/rarebook/guide/ra023002.html ○ Slave Auction Photo : http://www.loc.gov/pictures/item/98510250/resource/ ○ Slave auction Flier:
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<http://library.duke.edu/rubenstein/scriptorium/eea/broadsides/B03/B0317/B0317-72dpi.html>

- One Photo Analysis Sheet for each group

Teacher copy :

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Student copy :

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

Step 2

- Instruct students to view the three documents they have been provided. Allow about 5 minutes.
- Assign two groups to each of the three photos.
- Instruct students to analyze their assigned photo using the Photo Analysis Sheet provided.
- Tell students to use the 3 x 5 card to cover one quarter of the photo at a time to help them to focus in on one portion of the picture at a time.
- Allow students time to record their observations.

Step 3

- Teacher displays each of the Primary Source Documents for all to see.
- Teacher leads class discussion, asking groups assigned to each picture to share their observations about the photos until all photos have been discussed

Step 4

- Teacher records responses to a brainstorm activity about students' prior knowledge of slavery.
- What do you know about slavery?
 - Who was involved?
 - Why did the US participate in slavery?
 - How did you learn about it?

Step 5

- Collect three photos and Photo Analysis Sheet
- Provide each group with the following documents:
 - Africans raiding rival tribe for slaves

<http://www.thelondoneveningpost.com/features/wp-content/uploads/2012/01/African-slavery-640x368.jpg>

- Slave dealer and his customer

<http://www.loc.gov/pictures/item/93510772/>

- One Photo Analysis Sheet for each group

Teacher:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Student:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

- Instruct students to view the two documents they have been provided. Allow about 5 minutes.
- Assign 3 groups one of the photos, the other 3 groups the other photo.
- Instruct students to analyze their assigned photo using the Photo Analysis Sheet provided.
- Tell students to use the 3 x 5 card to cover one quarter of the photo at a time to help them to focus in on one portion of the picture at a time.
- Allow students time to record their observations.

Step 6

- Teacher displays each of the Primary Source Documents for all to see.
- Teacher leads class discussion, asking groups assigned to each picture to share their observations about both photos until both have been discussed.

	<p>Step 7</p> <ul style="list-style-type: none"> • Pass out Motion Picture Analysis Worksheet-one to each group <p>Play clip of “Amistad” movie http://www.youtube.com/watch?v=8nePOpkYwjY&safe=active</p> <ul style="list-style-type: none"> • Allow time for each group to complete Motion Picture Analysis worksheet together • Teacher leads class discussion, asking all groups to share their observations about the movie clip. <p>Step 8</p> <ul style="list-style-type: none"> • Ask these questions: <p>How do these last documents and video clip perhaps change your perception of the history of slavery? What do you know now about slavery that you didn’t know before?</p> <p>Step 9</p> <p>Students complete Ticket out the Door, gather all group analysis sheets and turn in all papers to teacher prior to exiting class.</p>
<p>Evaluation Back to Navigation Bar</p>	
	<p>Upon student completion of the written assessments, the teacher will use the rubric provided to score the writing pieces.</p>

Extension

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This lesson could be used a springboard for further inquiry. Some potential topics are listed below:

- There could be a discussion on the different types of slavery, such as chattel slavery, forced labor, and debt bondage labor.
- There could be a comparison of the different type of slavery that was practiced in Sub-Saharan Africa and that was practiced in the United States.
- There could be a discussion on the economic impact slavery has had in West and Central Africa.
- For US History, there could be a discussion on the economic impact slavery had on the nation's overall economy.

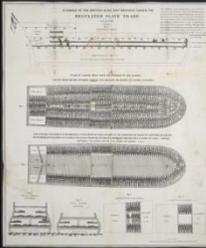
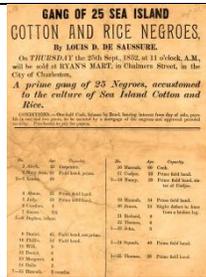
Historical Background

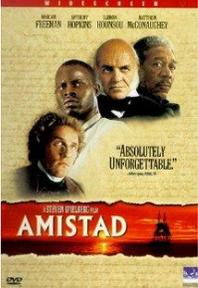
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The first Africans brought to the English colonies were also called “indentured servants” or “apprentices for life”. By the middle of the seventeenth century, these slaves and their offspring were legally the property of their owners. As property, they were sold at markets with other goods and services. The Portuguese were the first to participate in the New World slave trade, and other countries soon followed. Slaves were considered cargo by the slave ship owners. They were to be transported to the Americas as quickly and cheaply as possible where they were to be sold. Slaves were forced to work on coffee, tobacco, cocoa, cotton and sugar plantations. They also worked in gold and silver mines, rice fields, and in the construction industry. They labored in cutting timber for ships, and worked as house servants.

Primary Resources from the Library of Congress

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Image	Description	Citation	Perm URL
	<p>Slave Stowage</p>	<p><i>Stowage of British Slave Ships</i>. 1788. Library of Congress, Washington DC. <i>Library of Congress</i>. Web. 16 Jan. 2013.</p>	<p>http://www.loc.gov/r/rarebook/guide/ra023002.htm</p>
	<p>Slave Auction in South African American men, women, and children being auctioned off in front of crowd of men.</p>	<p>Davis, Theodore R. A <i>Slave Auction in the South</i>. 1861. Library of Congress, Washington DC. Web. 16 Jan. 2013.</p>	<p>http://www.loc.gov/pictures/item/98510250/resource/</p>
	<p>Slave dealer and his customer Illus. in: The scourge of the Indies, buccaneers, corsairs, & filibusters, from original texts an contemporary engravings by Maurice Besson / Maurice Besson. New York : Random house, 1919</p>	<p>Besson, Maurice. <i>A Slave Dealer and His Customers</i>. 1929. Library of Congress, Washington DC. <i>Library of Congress</i>. Web. 16 Jan. 2013</p>	<p>http://www.loc.gov/pictures/item/93510772/</p>
	<p>Slave Auction Flier</p>	<p>Saussure, Louis D. <i>Gang Of 25 Sea Island Cotton And Rice Negroes</i>. 1852. Duke University Library, Durham, NC. Web. 16 Jan. 2013</p>	<p>http://library.duke.edu/rubenstein/scrptorium/eaabroadsides/B03/B0317/B0317-72dpi.htm</p>
	<p>Africans raiding a rival tribe for slaves Print depicts an</p>	<p>The London Evening Post. London: The London Evening Post, 2012. N. pag. Web. 14 Nov. 2012. <http://www.thelondoneve</p>	<p>http://www.thelondoneve.com/features/wp-content/uploads/2</p>

	African slave dealer and his American customers in Africa	ningpost.com/features/history-of-uganda-part-48-how-mwanga-fought-to-preserve-his-kingdom/african-slavery/>.	012/01/African-slavery-640x368.jpg
	<p>Amistad clip</p> <p>About a 1839 mutiny aboard a slave ship that is traveling towards the northeastern coast of America. Much of the story involves a courtroom drama about the free man who led the revolt.</p>	<p>Speilberg, Steven, prod. <i>Amistad</i>. 1997. Dreamworks. Web. 16 Jan. 2013.</p>	<p>http://www.youtube.com/watch?v=8nePOpkYwjY&safe=active</p> <p>http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.p</p>

Rubric

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RUBRIC				
Category	4 Exceeds expected outcomes	3 Meets expected outcomes	2 Progressing towards expected outcomes	1 Has yet to demonstrate expected skills or knowledge
Photo Analysis Document 1	All 3 components are accurately complete	Most of the components are accurately completed	Some components are accurately completed	Document completion did not meet satisfactory expectations.
Photo Analysis Document 2	All 3 components are accurately complete	Most of the components are accurately completed	Some components are accurately completed	Document completion did not meet satisfactory expectations.
Motion Picture Analysis	All 3 components are accurately complete	Most of the components are accurately completed	Some components are accurately completed	Document completion did not meet satisfactory expectations.
Questions related to the documents presented	All 3 responses reflect the information presented on African slavery, and African participation in the enslavement of their own people. Their last response should reflect how new information has changed their understanding of the origins of slavery.	There is a minimum of 2 responses that accurately reflect the information presented on African slavery, and African participation in the enslavement of their own people.	Only one response accurately reflects the information presented on African slavery, and African participation in the enslavement of their own people.	Responses to these questions do not accurately reflect the information presented on African slavery, and African participation in the enslavement of their own people.

Rubric Grade Level:

Score of 15-16: student exceeds expected outcomes

Score of 12-14: student meets satisfactory expectations

Score of 8-11: student is progressing toward expectations

Score of 0-7: students does not yet demonstrate expected knowledge/skills

Handouts

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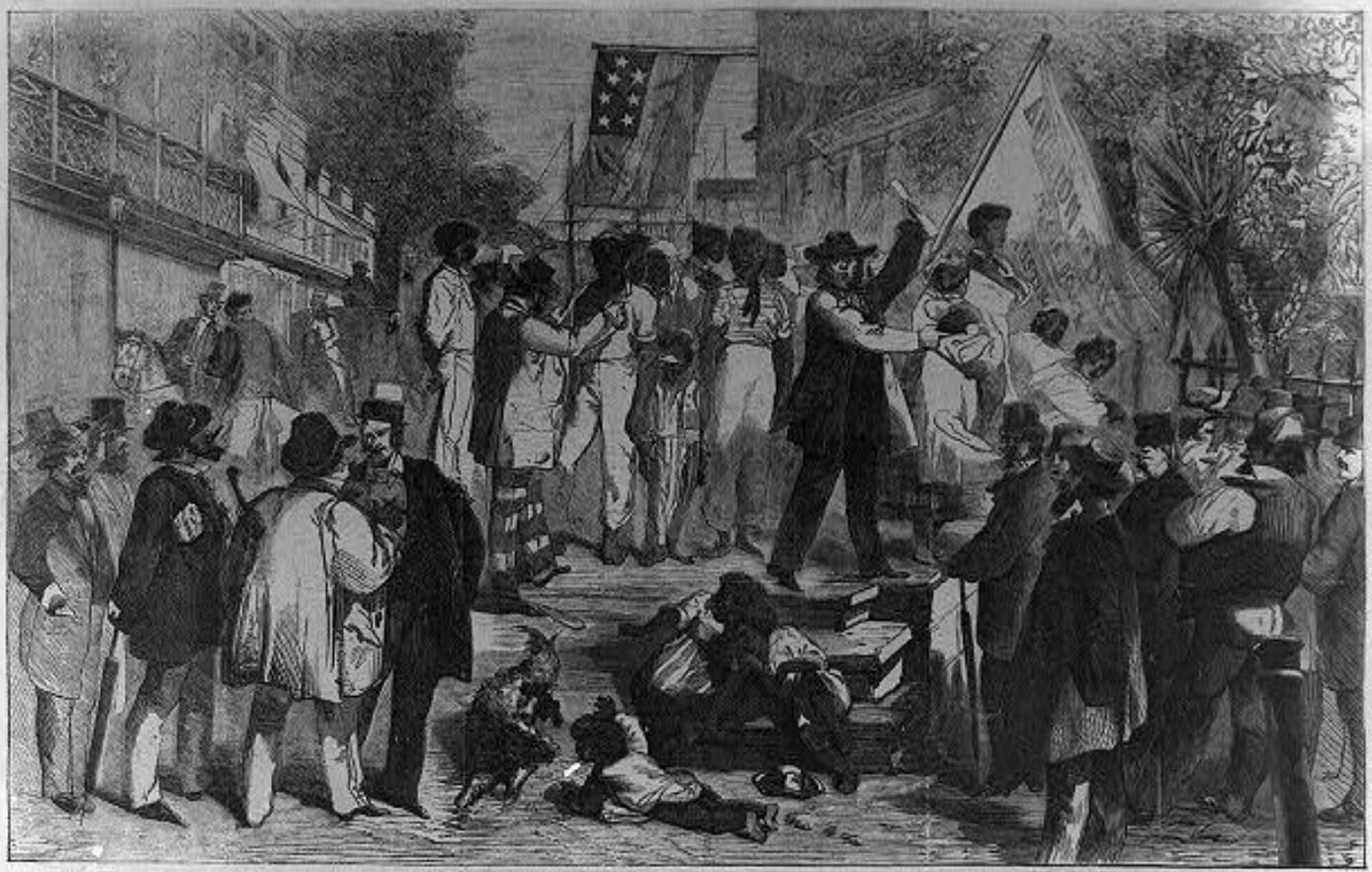
EXIT TICKET

AS YOUR TICKET OUT THE DOOR, PLEASE RESPOND TO THE FOLLOWING PROMPTS:

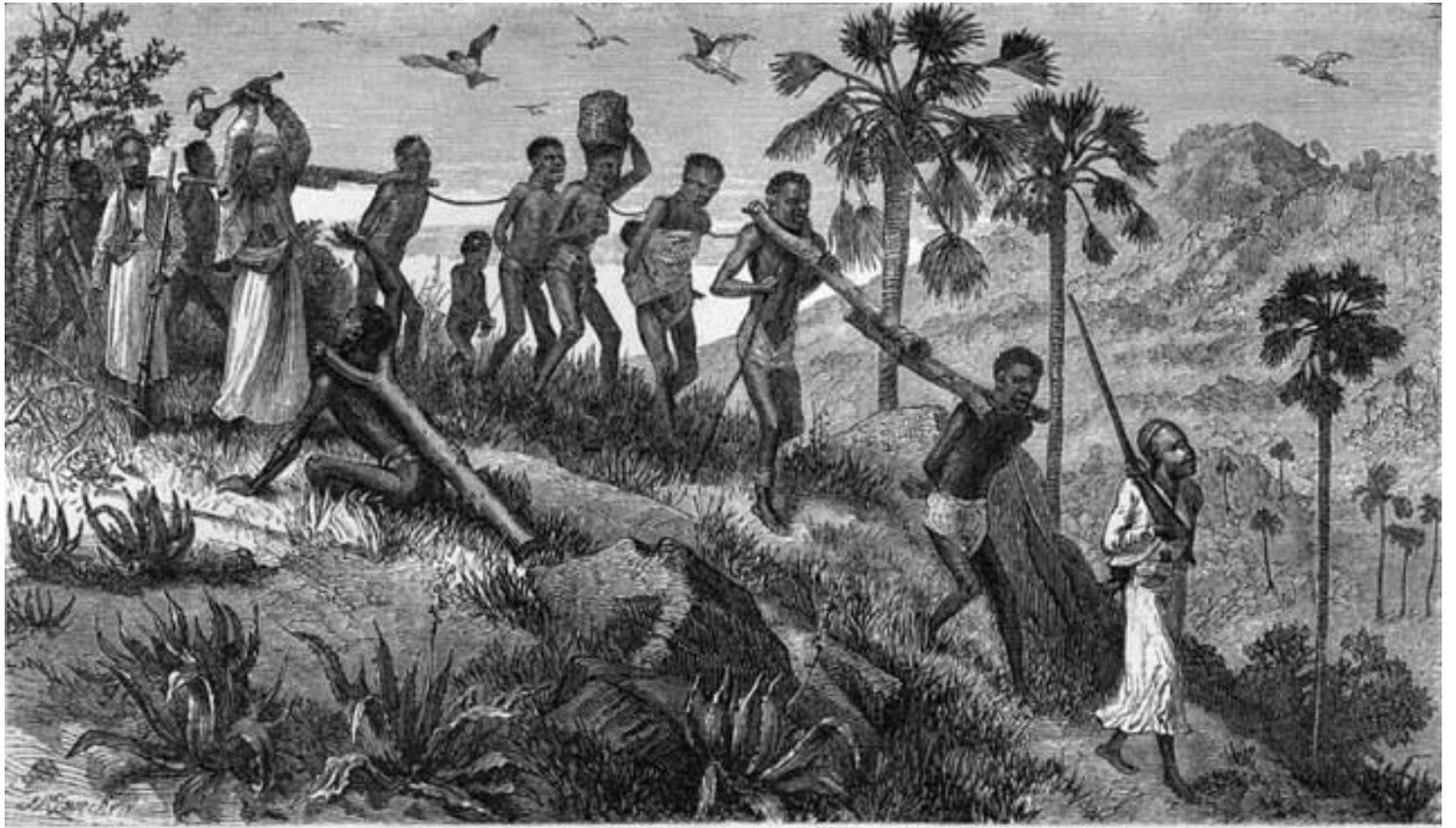
1. Write down one fact presented about the history of the African slave trade.

2. Write down something you learned today about slavery on the African continent.

3. How did the information presented today change your understanding of the history of African slavery?



A SLAVE AUCTION AT THE SOUTH-EAST AN OREGON SLAVE BY THOMAS J. DAVIS.—[See Page 417.]



7-18

GANG OF 25 SEA ISLAND COTTON AND RICE NEGROES,

By LOUIS D. DE SAUSSURE.

On *THURSDAY* the 25th Sept., 1852, at 11 o'clock, A.M., will be sold at RYAN'S MART, in Chalmers Street, in the City of Charleston,

A prime gang of 25 Negroes, accustomed to the culture of Sea Island Cotton and Rice.

CONDITIONS. — One-half Cash, balance by Bond, bearing interest from day of sale, payable in one and two years, to be secured by a mortgage of the negroes and approved personal security. Purchasers to pay for papers.

No.	Age.	Capacity.	No.	Age.	Capacity.
1 Aleck,	33	Carpenter.	16 Hannah,	60	Cook.
2 Mary Ann,	31	Field hand, prime.	17 Cudjoe,	22	Prime field hand.
3—3 Louisa,	10		3—18 Nancy,	20	Prime field hand, sister of Cudjoe.
4 Abram,	25	Prime field hand.	19 Hannah,	34	Prime field hand.
5 Judy,	24	Prime field hand.	20 James,	13	Slight defect in knee from a broken leg.
6 Carolina,	5		21 Richard,	9	
7 Simon,	1½		22 Thomas,	6	
5—8 Daphne, infant.			5—23 John,	3	
9 Daniel,	45	Field hand, not prime.	1—24 Squash,	40	Prime field hand.
10 Phillis,	32	Field hand.	1—25 Thomas,	28	Prime field hand.
11 Will,	9				
12 Daniel,	6				
13 Margaret,	4				
14 Delia,	2				
7—15 Hannah,	2 months.				



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