

Africa Enslaved

**A Curriculum Unit on Comparative Slave Systems
for grades 9-12**



Developed by:

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Cover photo: The slave monument, Stone Town, Zanzibar, Tanzania

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STANDARDS ALIGNMENT

National Standards for History
published by National Center for History in the Schools
World History Standards, Grades 5-12

Era 6: The Emergence of the First Global Age, 1450-1770

Standard 4: Economic, political and cultural interrelations among peoples of Africa, Europe, and the Americas, 1500-1750s

4B The student understands the origins and consequences of the trans-Atlantic African slave trade. Therefore, the student is able to:

- 12-12 Analyze the ways in which entrepreneurs and colonial governments exploited American Indian labor and why commercial agriculture came to rely overwhelmingly on African slave labor. [Evidence historical perspectives]
- 12-12 Compare ways in which slavery or other forms of social bondage were practiced in the Islamic lands, Christian Europe, and West Africa. [Compare and contrast differing sets of ideas]
- 12-12 Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the “middle passage” from Africa to the Americas. [Appreciate historical perspectives]
- 12-12 Analyze the emergence of social hierarchies based on race and gender in the Iberian, French, and British colonies in the Americas. [Interrogate historical data]
- 12-12 Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude. [Appreciate historical perspectives]

Era 7: An Age of Revolutions, 1750-1914

Standard 5: Patterns of global change in the era of Western military and economic domination, 1800-1914

5E: The student understands the varying responses of African peoples to world economic developments and European imperialism. Therefore, the student is able to:

- 12-12 Explain the rise of Zanzibar and other commercial empires in East Africa in the context of international trade in ivory, cloves, and slaves. [Appreciate historical perspectives]

UNESCO MAP OF THE SLAVE ROUTE

Use the attached map on the slave route to answer the following questions:

Brazilian slavery:

- a. In terms of Brazilian slavery, which parts of Africa were drawn from first, and which were used later?
- b. Produce a line graph depicting total number of slaves entering the Americas over the course of the slave trade.
- c. Look at abolition dates and create a timeline– review trends in Europe that would have affected slavery in the Americas and discuss the progress of abolition movements throughout Europe and the Americas.

East African slavery:

- a. In terms of slavery in East Africa, how do the numbers of slaves exported from Zanzibar compare with the numbers of slaves exported from other parts of Africa?
- b. Produce a line graph depicting the total number of slaves exported from different parts of Africa in the 15th, 17th, 18th, and 19th centuries. How do the numbers change in each part? Do they go up in some places and down in others? What might have led to the shift?
- c. Research abolition movements and efforts to suppress the slave trade. What effect did they have on the West African slave trade? On the East African slave trade?

THE SLAVE ROUTE

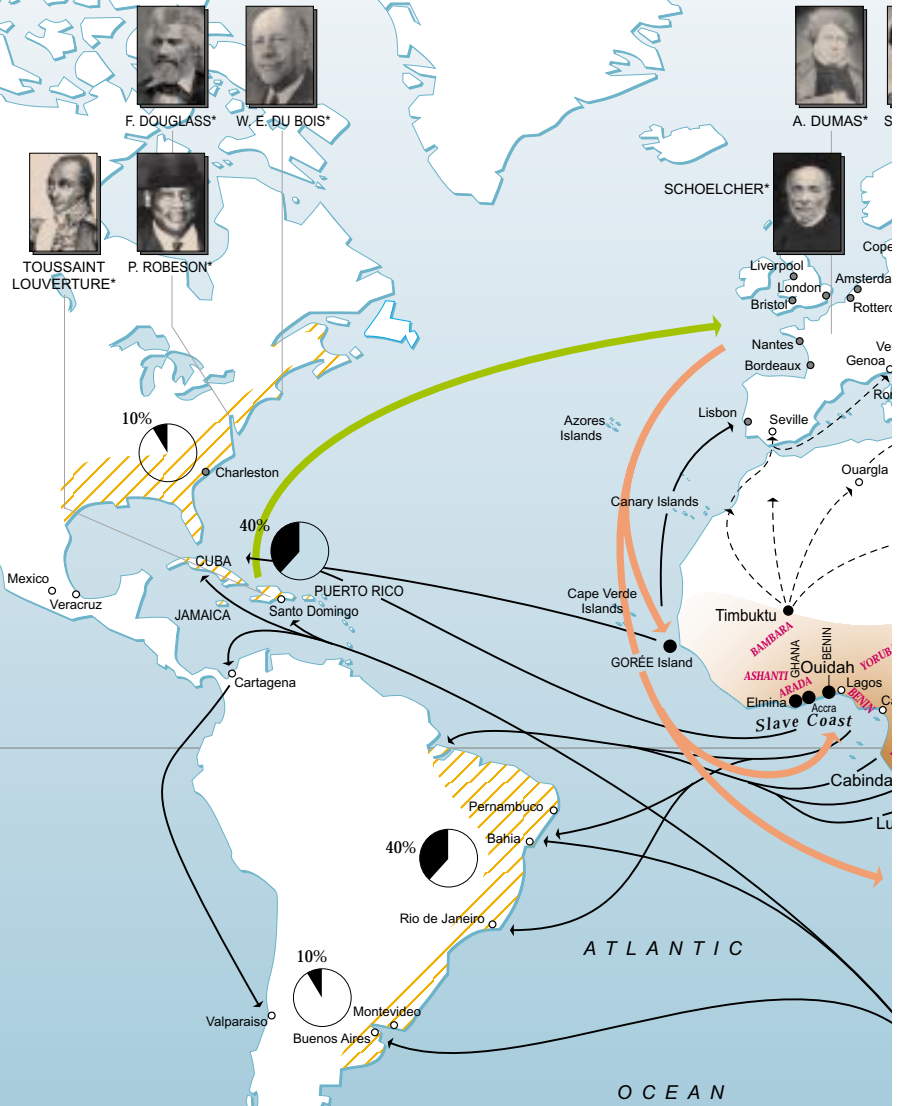
The slave trade represents a dramatic encounter of history and geography. This four century long tragedy has been one of the greatest dehumanizing enterprises in human history. It constitutes one of the first forms of globalization. The resultant slavery system, an economic and commercial type of venture organization, linked different regions and continents: Europe, Africa, the Indian Ocean, the Caribbean and the Americas. It was based on an ideology: a conceptual structure founded on contempt for the black man and set up in order to justify the sale of human beings (black Africans in this case) as a mobile asset: For this is how they were regarded in the "black codes", which constituted the legal framework of slavery.

The history of this dissimulated tragedy, its deeper causes, its modalities and consequences have yet to be written: This is the basic objective that the UNESCO's member states set for the "Slave Route" Project. The issues at stake are: historical truth, human rights, and development. The idea of "route" signifies, first and foremost, the identification of "itineraries of humanity", i.e. circuits followed by triangular trade. In this sense, geography sheds light on history. In fact, the triangular trade map not only lends substance to this early form of globalization, but also, by showing the courses it took, illuminates the motivations and goals of the slave system.

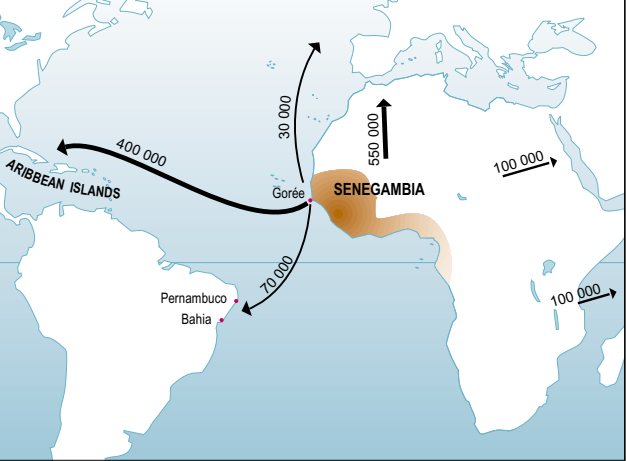
These slave trade maps are only a "first draft". Based on currently available historical data about the triangular trade and slavery, they should be completed to the extent that the theme networks of researchers, set up by UNESCO, continue to bring to light the deeper layers of the iceberg by exploiting archives and oral traditions. It will then be possible to understand that the black slave trade forms the invisible stuff of relations between Africa, Europe, the Indian Ocean, the Americas and the Caribbean.

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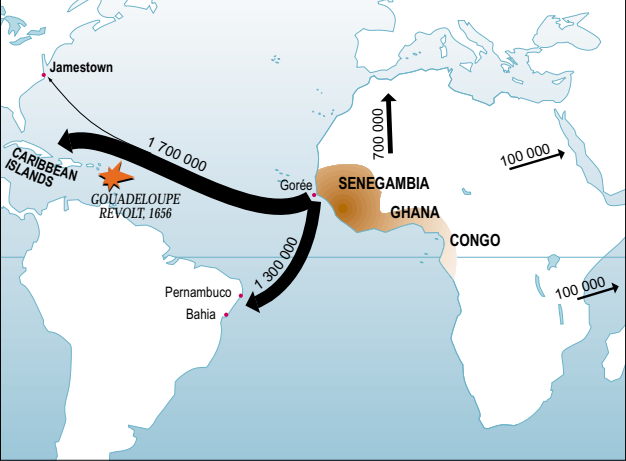
Director of the Division of Intercultural Dialogue



DEPORTATION FLOWS, 15th-16th Centuries

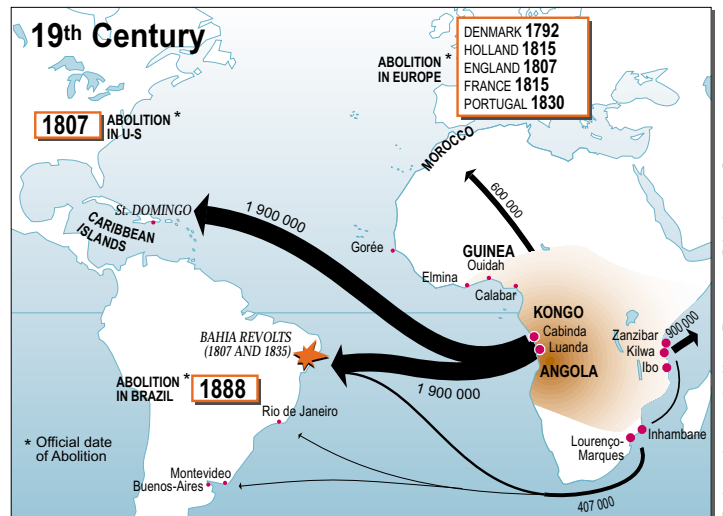
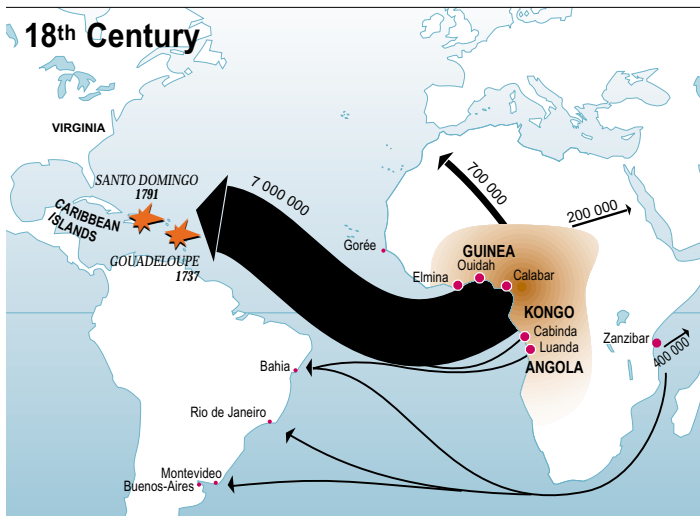
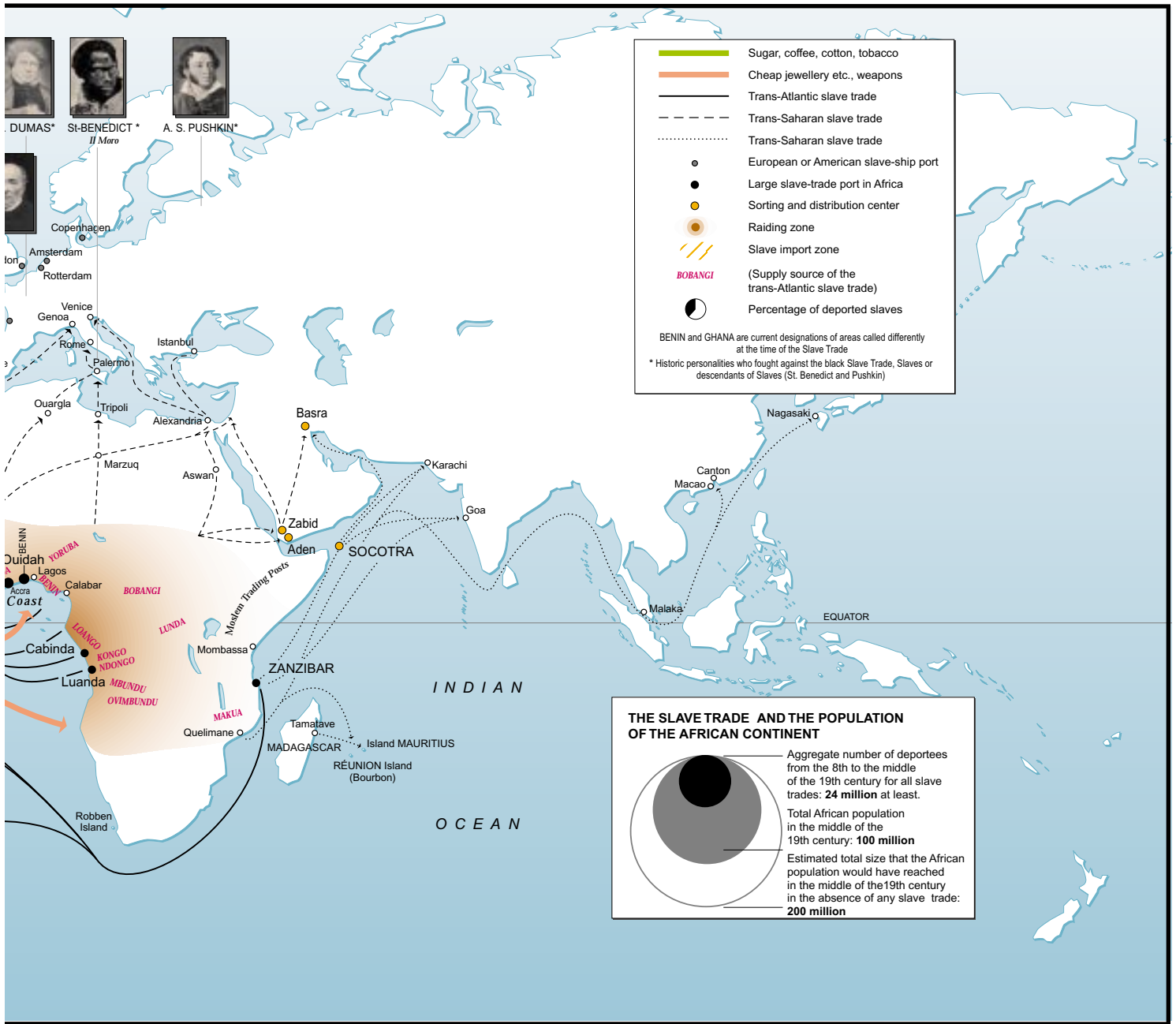


17th Century



18th Century





SUMMARY CHARTS

Instructions to the Teacher:

The two charts that follow may be used in a variety of ways to help students maximize their understanding of the concepts within this unit.

1. Students can fill out the charts individually while reading through each case study and make observations regarding trends that they identify.
2. Split your class into teams and assign each team to read a specific section of one of the case studies, and complete the chart as a class activity.
3. A third row has been assigned for comparison with the United States. Since the United States is not covered in this unit, students will have to do additional research. Students can complete the entire chart on their own, or you can split the class into teams and assign each team one section to research and complete the chart as a class activity.
4. Using the chart as a data source, have the class design and complete a Venn Diagram showing similarities and differences between the slave systems of Brazil and the Swahili Coast (and the United States, if so desired).
5. After completing the chart, have students prepare a class debate on one of the following questions:
 - a. Should slavery be abolished in (select an area)? Consider economic and political factors.
 - b. Should slaves in (select an area) be permitted to work outside of their masters' homes to earn income for themselves?

Fill in the the charts below, summarizing what you have read, researched, or to write down questions.

	Rebellions, Runaways & Emancipation	Transition to Freedom	Abolition	Notes
Brazil				
The Swahili Coast				
United States				



	Legal Status	Slave Labor	Rights & Responsibilities	Proselytization
Brazil				
The Swahili Coast				
United States				