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This portrait of Olaudah Equiano dates from the 1780s. The iron shackles shown at the right were used to bind slaves during the slave trade.



WITNESS HISTORY AUDIO

Forced Into Slavery

“The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship which was then riding at anchor and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board.”

So wrote Olaudah Equiano. In the 1750s, when he was 11 years old, Equiano was seized from his Nigerian village by slave traders. He was then transported as human cargo from West Africa to the Americas.

Focus Question How did the Atlantic slave trade shape the lives and economies of Africans and Europeans?

SECTION

4

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how triangular trade worked.
- Understand the nature of the Middle Passage and describe its effects.
- Analyze the impact of the Atlantic slave trade.

The Atlantic Slave Trade

Objectives

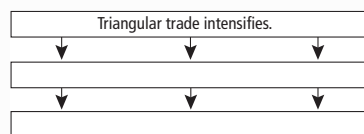
- Explain how triangular trade worked.
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- Analyze the impact of the Atlantic slave trade.

Terms, People, and Places

Olaudah Equiano Middle Passage
triangular trade mutiny

Note Taking

Reading Skill: Recognize Sequence Use a flowchart like the one below to record the events that led to millions of Africans being shipped to the Americas.



Vocabulary Builder

commodity—(kuh MAHD uh tee) *n.*
anything bought and sold

Enslaved Africans like **Olaudah Equiano** formed part of an international trade network that arose during the 1500s. The Spanish were the first major European partners in the slave trade, buying slaves to labor in Spain's South American empire. As other European powers established colonies in the Americas, the slave trade—and with it the entire international trade network—intensified.

Triangular Trade Across the Atlantic

The Atlantic slave trade formed one part of a three-legged international trade network known as **triangular trade**. This was a triangle-shaped series of Atlantic trade routes linking Europe, Africa, and the Americas.

Shipping People and Goods Triangular trade worked in the following way. On the first leg, merchant ships brought European goods—including guns, cloth, and cash—to Africa. In Africa, the merchants traded these goods for slaves. On the second leg, known as the **Middle Passage**, the slaves were transported to the Americas. There, the enslaved Africans were exchanged for sugar, molasses, and other products manufactured at plantations owned by Europeans.

On the final leg, merchants carried sugar, molasses, cotton, and other American goods such as furs, salt fish, and rum made from molasses. These goods were shipped to Europe, where they were traded at a profit for the European **commodities** that merchants needed to return to Africa.

Prepare to Read

Build Background Knowledge L3

Ask students to recall what they know of the impact the slave trade had on African states. Ask them to predict what impact the trade would have on the American colonies.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio. Ask **How does the portrait of Equiano contrast with the stereotypical view of an African slave?** (*He looks like a gentleman, contradicting the stereotype that Africans were uncivilized or unteachable.*)

WITNESS HISTORY Audio CD,
Forced Into Slavery

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the flowchart with the sequence of events that led to millions of Africans being shipped to the Americas.

Reading and Note Taking
Study Guide, p. 143

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

All in One Teaching Resources, Unit 1 p. 47; Teaching Resources, Skills Handbook, p. 3

High-Use Words

commodity, p. 123

restrain, p. 125

Definitions and Sample Sentences

n. anything bought and sold

In port cities, longshoremen load ships with containers filled with **commodities**.

v. to keep under control or keep from action

The trainer taught the girl to **restrain** her eager dog with a word of command.

Teach

Triangular Trade Across the Atlantic

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder terms and definitions. What do they predict will be the **commodities** discussed here? What commodities might need to be **restrained** and why?

- **Teach** Describe the three legs of the triangular trade and explain how the trade worked. Ask **What three routes made up the triangular trade and what were the cargoes on each route?** (*Europe to Africa: cash and goods such as guns and cloth; Africa to the Americas, known as the Middle Passage: enslaved Africans; the Americas to Europe or other European colonies in the Americas: sugar, molasses, and cotton*) **Who benefited from the traffic in human slaves?** (*A great many people benefited directly and indirectly, including merchants and port cities in Africa, the Americas, and Europe; shipbuilders in New England; planters in the West Indies, and so on.*)

- **Quick Activity** Show students *The Atlantic Slave Trade* from the **Witness History Discovery School™** video program. Ask them to explain the short- and long-term effects of the Atlantic slave trade.

Independent Practice

Biography To help students better understand the tragedy of Africans forced into slavery, have them read the biography *Joseph Cingue*, who led the mutiny on the ship *Amistad*, and complete the worksheet.

All in One Teaching Resources, Unit 1, p. 53

Monitor Progress

As students fill in their flowcharts, circulate to make sure they understand the events that led to millions of Africans being shipped to the Americas. For a completed version of the flowchart, see

 **Note Taking Transparencies**, 126

Answer

- ✓ The triangular trade was immensely profitable to merchants and to industries such as shipbuilding, fishing, tobacco growing, and sugar cane growing and processing.

WITNESS HISTORY VIDEO

Watch *The Atlantic Slave Trade* on the **Witness History Discovery School™** video program to experience the Middle Passage.



Industries and Cities Thrive Triangular trade was immensely profitable for many people. Merchants grew wealthy. Even though there were risks such as losing ships at sea, the money to be made from valuable cargoes usually outweighed the risks. Certain industries that supported trade thrived. For example, a shipbuilding industry in New England grew to support the shipping industry. Other colonial industries, such as fishing, raising tobacco, and processing sugar, became hugely successful.

Thriving trade led to successful port cities. European cities such as Nantes, France, and Bristol, England, grew prosperous because of triangular trade. In North America, even newly settled towns such as Salem, Massachusetts, and Newport, Rhode Island, quickly grew into thriving cities. Even though few slaves were imported directly to the northern cities, the success of the port cities there was made possible by the Atlantic slave trade.

- ✓ **Checkpoint** How did triangular trade affect colonial economies?



INFOGRAPHIC

The Middle Passage: A Forced Journey

A historic drawing shows how slaves were packed into tiny spaces in the ship's hold. ▼

The Middle Passage was a crucial part of triangular trade (inset map). Most slaves did not tell about their passage—many died, and those who survived faced lives of bondage in the Americas. But some Europeans recorded their impressions about the slave trade. And a few remarkable slaves learned to read and write, making their stories part of history.

History Interactive
For: Interactive triangular trade
Web Code: nbp-1541

A slave "castle" in Ghana ▼

“When we arrived at the castle, I saw [my kidnapper] take a gun, a piece of cloth, and some lead [to trade] for me... when a vessel arrived to conduct us away to the ship, there was nothing to be heard but the rattling of chains, smacking of whips, and the groans and cries of our fellow-men.... And when we found ourselves at last taken away, death was more preferable than life.”
—Nigerian slave Ottobah Cugoana, 1787

History Background

African-born or Not? Recent scholarship suggests that Olaudah Equiano may not have been born in Africa. Though historians agree that he was a slave and became a leading spokesperson for the abolitionist movement in the United States, there is evidence (a U.S. Naval document) that suggests he was actually born in South Carolina. This would make his account of his youth in Africa and on the Middle Passage voyage a composite creation, drawn from the lives of

others he knew. Some historians believe that Equiano may in fact have lied to the Navy about his birthplace in order to present himself, for reasons unknown, as African-born. If this is the case, the story of his Igbo life in Africa would be true. Even if Equiano was *not* African-born, historians agree that his story of eighteenth century African society is accurate and remains a unique and effective way of understanding the past.

Horrors of the Middle Passage

To merchants, the Middle Passage was just one leg of triangular trade. For enslaved Africans, the Middle Passage was a horror.

The Trek to the Ships The terrible journey began before the slave ships set sail. Most Africans were taken from inland villages. After they were enslaved, they were forced to march to coastal ports. Men, women, and children were bound with ropes and chains, often to one another, and forced to walk distances as long as a thousand miles. They might be forced to carry heavy loads, and often the men's necks were encircled with thick iron bands.

Many captives died along the way. Others tried to escape, and were often quickly recaptured and brutally punished. Those who survived the march were restrained in coastal holding pens and warehouses in slave shipping ports such as Elmina, Ghana, or Gorée, Senegal. They were held there until European traders arrived by ship.

Vocabulary Builder

restrain—(rih STRAYN) *v.* to keep under control; to keep from action



▲ Olaudah Equiano published his autobiography in 1789.

“This work is so hard that any slave, newly put to it, in the course of a month becomes so weak that often he is totally unfit for labour. If he falls back behind the rest, the driver keeps forcing him up with the whip.”

—Ashton Warner, early 1800s

An 1823 painting shows slaves laboring on the island of Antigua.



Horrors of the Middle Passage/Impact of the Atlantic Slave Trade

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Instruct

■ **Introduce** Ask students to view the Infographic on this page and then read the Cowper poem on the next page. Use the Numbered Heads strategy (TE, p. T23) to guide an active class discussion about the various ways people could justify the slave trade.

■ **Teach** Trace the Middle Passage that enslaved Africans faced from capture to forced labor. Ask **What does the way Africans were restrained suggest about enslaved Africans' will to escape?** (*The severity and ubiquity of the restraints suggest that Africans resisted slavery with all their might and ingenuity and that only iron bands could stop them from escaping.*) **What impact did the slave trade have on African society?** (*By stealing workers for slave labor, the slave trade devastated African societies, tearing apart families and causing economic and social upheaval.*)

■ **Analyzing the Visuals** Direct students to the map of the triangular trade. Have students trace the triangular trade routes on the map. Ask them to calculate the distance an enslaved African from the interior might have traveled to reach the West Indies. **Web Code nbp-1541** will take students to an interactive map. Have them complete the interactivity and then answer the questions in the text.

Independent Practice

Using the text on the next page, have students create a chart or graph showing the approximate number of Africans forced into slavery and sent to the Americas between 1500 and the mid-1800s.

Monitor Progress

Circulate to make sure that students are creating accurate charts or graphs, based on the information in this section. Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Thinking Critically

- molasses and cotton
- Most slaves did not know how to read and write, or did not have the time or encouragement to tell their stories. Also, many slaves died.

Differentiated Instruction

Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Refer students to the Infographic on this page. Remind students that this visual shows the terrible experience Africans faced from the moment they were captured. Divide the Infographic into thirds and ask volunteers to explain how the images relate to the capture and transport of slaves to the coast, the Middle Passage, or forced labor in the West Indies.

L2 English Language Learners

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 143
- Adapted Section Summary, p. 144

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
 - Administer the Section Quiz.
- All in One Teaching Resources, Unit 1, p. 45**
- To further assess student understanding, use
-  **Progress Monitoring Transparencies, 65**

Reteach

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 144** L3

 **Adapted Reading and Note Taking Study Guide, p. 144** L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 144** L2

Extend

Ask students to investigate ways in which people fought against slavery during the three centuries of the African slave trade. They might research the mutiny aboard the ship *Amistad*, the Vesey uprising, or even Quaker protests against slavery in the English colonies.

Answers

- ✓ by trying to escape, by overcoming their captors, or by killing themselves
- ✓ Millions of Africans were enslaved and killed, destroying lives and disrupting societies.

PRIMARY SOURCE He implies that the value of sugar and rum outweighs human suffering.



William Cowper wrote the following poem in the 1700s. How does he use irony to express his disapproval of the slave trade?

Primary Source

“I own I am shocked at the purchase of slaves,
And fear those who buy them and sell them are knaves;
What I hear of their hardships, their tortures and groans,
Is almost enough to draw pity from stones.
I pity them greatly, but I must be mum,
For how could we do without sugar and rum?”

Aboard the “Floating Coffins” Once purchased, Africans were packed below the decks of slave ships, usually in chains. Hundreds of men, women, and children were crammed into a single vessel for voyages that lasted from three weeks to three months. The ships faced many perils, including storms at sea, raids by pirate ships, and **mutinies**, or revolts, by the captives.

Disease was the biggest threat to the lives of the captives and the profit of the merchants. Of the slaves who died, most died of dysentery. Many died of smallpox. Many others died from apparently no disease at all. Whatever the cause, slave ships became “floating coffins” on which up to half the Africans on board died from disease or brutal mistreatment.

Some enslaved Africans resisted, and others tried to seize control of the ship and return to Africa. Suicide, however, was more common than mutiny. Many Africans believed that in death they would be returned to their home countries. So they hanged themselves, starved themselves, or leapt overboard.

 **Checkpoint** How did enslaved Africans resist captivity?

Impact of the Atlantic Slave Trade

The slave trade brought enormous wealth to merchants and traders, and provided the labor that helped profitable colonial economies grow. Yet the impact on Africans was devastating. African states and societies were torn apart. The lives of individual Africans were either cut short or forever brutalized.

Historians still debate the number of Africans who were directly involved in the Atlantic slave trade. In the 1500s, they estimate about 2,000 enslaved Africans were sent to the Americas each year. In the 1780s, when the slave trade was at its peak, that number approached 80,000 a year. By the mid-1800s, when the overseas slave trade was finally stopped, an estimated 11 million enslaved Africans had reached the Americas. Another 2 million probably died under the brutal conditions of the Middle Passage between Africa and the Americas.

 **Checkpoint** How did the slave trade affect Africans?

4

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: nba-1541

Terms, People, and Places

1. What do each of the key terms and people listed at the beginning of the section have in common? Explain.

Note Taking

2. **Reading Skill: Recognize Sequence** Use your completed flowchart to answer the Focus Question: How did the Atlantic slave trade shape the lives and economies of Africans and Europeans?

Comprehension and Critical Thinking

3. **Synthesize Information** What role did each of the following play in triangular trade: a New England merchant, an African slave, and a Southern plantation owner?
4. **Recognize Assumptions** What European assumptions about Africans does the Atlantic slave trade show?
5. **Predict Consequences** Would the growth of the American colonies have been different if there had been no Atlantic slave trade? Explain.

Writing About History

Quick Write: Gather Evidence to Support a Thesis Statement Once you have written your thesis statement, gather specific evidence—facts and quotes—that support it. For example, assume for this section that your thesis statement concludes that the African slave trade was the most influential event of the age of exploration. Gather specific evidence from the section that supports this statement.

Section 4 Assessment

1. The key terms and places all relate to the slave trade.
2. It destroyed African economies and societies; it enriched European economies.
3. Merchant: bought goods and slaves to be resold or traded for other goods and slaves; slave: was bought and sold; plantation owner: bought slaves and used them to produce cash crops

4. It shows that some Europeans assumed that African lives were less important than their own and that trade was more important than African misery.
5. Sample: The colonies' economies might have grown more slowly, because plantation owners would have had to pay more for labor or scale back on operations; the colonies might have grown more quickly because laboring jobs would attract many people and give them money to spend.

Writing About History

Evidence such as facts and quotations should support the thesis statement given.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code nba-1541**.