Transatlantic Slave Trade

Review of Colonial America

- **SPANISH COLONIES**
  - Travel from Europe was motivated by __________ and slaves
  - Spain established the ________________________ system, this is a LABOR SYSTEM! A _______________ labor system compelling indigenous people to work for them in ______________ for food and shelter, very brutal but in some ways similar to the Manor system
  - Discovery of ___________ in Peru and Mexico really upped how much Spain cared about South America by adopting ________________________, and establishing colonies.
  - Spain traded lots of silver with __________, using Manila as their main port across the Pacific Ocean sailing on Galleons

- **PORTUGUESE COLONIES**
  - All about _______________ cultivation, so they needed lots of workers... from Africa
  - This led to the Transatlantic Slave Trade
  - Because of horrible working conditions, __________% of the labor force died per year and they needed replenishing.

- **Treaty of Tordesillas**
  - Spain and Portugal were battling over who would get more land, and the ____________ stepped in to prevent war
  - First created by Pope Alexander VI called the Line of ________________________ in 1493
  - Then later on, the line was moved at the Treaty of Tordesillas in 1494

- **Colonial Administration**
  - Spanish appointed __________________________ to act as administrators and reps of the Spanish Crown
  - Established ________________________, or royal courts so Spanish ________________ could appeal the viceroy's decisions
  - Also people born in America of Spanish descent were called ________________, who enjoyed political ___________________ in New Spain
Religion in Latin America
- Catholic _____________________________ converted most of Latin America to Catholicism
- Also, a cult developed around the Virgin of Guadalupe, who was revered for her ability to perform ___________
- _____________________________, a descendant of West African animist traditions is practiced in ____________ and other Caribbean areas, at times can also be called voodoo

FRENCH COLONIES
- Sponsored expeditions to discover the ________________ Passage
- Hoped to find gold, but found a land rich in _______ and natural resources. Established a trading post named Quebec
- Followed the Mississippi river from the great lakes all the way to the coast to claim it for France
- They didn’t demand land, but insisted on ________ so the population of the French colony was only around 70,000, which kept good ________________ with the native populations

ENGLISH COLONIES
- 1497, John Cabot was the first Englishman to claim the lands of ________________ to the Chesapeake Bay for England
- First colony was ________________ and built a settlement called Jamestown
- The London Company, an joint-stock company owned Jamestown, but was not ________________ at first, so as people died in the colony, the company offered ________ voyage to settle there
- Began to grow and sell ________________ in 1630 on plantations
- Instituted ________________ servitude, another LABOR SYSTEM, contracted to work for a number of ________________ in exchange for passage to America, more common in the north

DUTCH COLONIES
- 1609 Sent Henry Hudson who tried to find the Northwest Passage, but laid claim to the island of ________________, where they set up New Amsterdam, which became an important node in their transatlantic trade network
The _______________________ military eventually forced them to turn it over to the English in 1664

Introduction to the Transatlantic Slave Trade

- One of the trickiest parts of the history of the Atlantic slave trade is to avoid the social Darwinian trap of portraying the Africans as ________________ victims of the Europeans, or as “backwards” peoples with “prehistoric” weaponry and technologies destined to be _______________________ by “advanced” Europeans with “modern” technologies.
- African political and economic structures underwent a great deal of ______________________ when the Europeans began to explore and trade, particularly on Africa’s west coast and sub-Saharan interior, although even the eastern coast was affected by the widespread introduction of Europeans.
- The population of the African continent _________________________ in this era due to the introduction of American foodstuffs, however, even with the slave diaspora. The “Columbian Exchange” was ultimately ______________ to the African peoples on a large scale.
- As with most cultures we have studied, slavery was ________________ in African societies.
- There were thriving slave markets and routes that connected continental markets with ________________ in particular.
- The Atlantic slave trade, which began with the Portuguese, was not unique in its use of Africans as slaves, but was disastrous to many African states and societies because of the sheer _________________________ of slaves that were “marketable” global commodities between 1450 and 1850.
- This African diaspora was the largest ________________ migration of humans in the world’s history up to that time.
- The Atlantic slave trade was disastrous not only to ________________ and societies in Africa, but was appallingly awful for the ________________ who were shipped across the Atlantic to labor mostly plantations.
- Upon reaching the western Atlantic shores, however, these individuals had to craft a place for themselves and ________________ as much of their culture as they could in a hostile and foreign environment.
- These Africans of the slave trade diaspora and their American-born descendants ultimately created a unique, ________________ African-American culture, which blended their African traditions with the European/American realities in which they had to live.
Use the “Transatlantic Slave Trade PPT” on my website to complete these notes.

Ancient Civilizations
- Slavery was a ___________________________ in the ancient world but it was a dominant labor force only in a small number of societies.
- First true slave society - Ancient _______________ (6th to 4th Century)

Old World vs. New World Slavery
- Classical world and medieval slavery was not based on ___________________________.
- Ancient world did not necessarily view slavery as a ___________________________.
- Slaves did not necessarily hold the ___________________________ in early civilizations.
- Slaves in the old world often were symbols of _____________, _____________ and _____________ (true even in the new world prior to European Colonization).

How was slavery justified?
- Early civilizations - ___________________________.
- Aristotle - notion of the “___________________”
  - Aristotle views slaves as the means by which the master secures his livelihood. He defends slavery by noting that nature generally consists of ruling and ruled elements: some people are slaves by nature, while others are masters by nature. It is thus unjust to enslave, through war or other means, those who are not slaves by nature. Though being suited to mastery or slavery is generally inherited, slavery is just only when the rule of master over slave is beneficial for both parties.
- Christian world - ‘___________________”
  - The Book of Genesis records an instance of Noah cursing his son Ham's descendants to be slaves. Although there is no biblical evidence that Ham was the "father" of African peoples, various Jewish, Christian and Islamic writers came to believe that he was, and their association helped to justify centuries of African enslavement.
- 18th Century European - ___________________________.
  - Scientific racism refers to the use of science (or the veneer of science) to justify and support racist beliefs. The concept goes back at least to the early eighteenth century, though it gained most of its influence in the mid-nineteenth century. Works like Gobineau's *An Essay on the Inequality of the Human Races* (1853-1855) attempted to frame racism within the terms of biological difference among human beings.

Why was Africa vulnerable to the slave trade?
- _____________ Fragmentation
- _____________ Routes
- Availability of People (________________________)
- Civilizations and Skills (metalworking, farming, herding)
- No ________________ repercussions.

Why weren't Native Americans used as slaves?
- Disease
- ________________ of terrain
- Different ________________ skills
- Supply _____________
Native American women worked - not men!

Countries Participating in the Slave Trade
- Britain
- Denmark
- France
- Holland (The Netherlands)
- Portugal
- Spain
- Norway

Why did European powers eventually turn to Africa?
- Labor supply was ______________________. Epidemics reduced the native population by 50% - 90%.
- Evidence of deeply held ________________ sentiment. Racism was a consequence of racial slavery as well as a cause.
- In English colonies the supply of servants decreased.

Geography of Slavery
- Enslaved Africans mostly came from the area stretching from the __________________ River in Africa to __________________.
- Europeans divided the area into five regions:
  - Upper Guinea Coast
  - Ivory Coast
  - Lower Guinea Coast
  - Gabon
  - Angola

Why Africa?
- Sailing Routes
- Lack of ______________ with the Americas
- Availability of people
- Civilizations and Skills
  - Metal Working
  - Farming
  - Herding
- No diplomatic repercussions

Two Main Patterns of Triangular Trade
- ________ from New England to West Africa
- ________ to Sugar Islands
- ________ home to the New England distilleries
- ________ goods from England to Africa
- Goods exchanged for ________ taken to West Indies. Profits used to purchase sugar (and other goods) for England.
The Middle Passage (Origins)
- The middle leg of a __________ part voyage.
- Began and ended in __________.
- Carried cargo of iron, cloth, brandy, firearms, gunpowder
- Landed on Africa’s ______________ and exchanged cargo for Africans
- Set sail for the Americas, where slaves were exchanged for sugar, tobacco, molasses.
- Finally brought the ship back to Europe.

The Middle Passage (The Capture)
- Approx. ____ forts built along the west coast of Africa.
- Walked in slave ____________ to the forts some 1000 miles away.
- Selected by the Europeans and ______________.
- One ________ survived the death march.
- Placed in underground ______________ until they were boarded on ships.

The Middle Passage (Statistics)
- __________ million Africans forcibly transported across the Atlantic from 1500-1900.
- ________ million died during the Middle Passage (approx. 25%)
- Another ________% died during the march to the coast.
- For every ________ slaves that reached the New World, another ________ died in Africa or during the Middle Passage.

The Middle Passage (The Voyage)
- Slaves ______________ together and crammed into spaces sometimes less than ________ feet high.
- Slavers packed three or four hundred Africans into the ship ________ holds.
- Little ventilation, human waste, horrific odors. Unclean.
- ______________ - belly to back, chained in twos, wrist to ankle (660+), naked.
- Loose packing - shoulder to shoulder chained wrist to wrist or ankle to ankle.
- Men and women __________________ (men placed towards bow, women toward stern).
- Fed once or twice a day and brought on deck for limited times.
- Journey lasted ________ weeks.
- Due to high mortality rate, cargo was ______________ (reimbursed for drowning accidents but not for deaths from disease or sickness)
- Common to dump your cargo for sickness or food shortages.
- Slave ______________ on board ships were common (1 out of every 10 voyages across the Atlantic experience a revolt).
- ______________ resistance (attempted suicide, jumped overboard, refusal to eat).

The Middle Passage (Destination of Captives)
- Caribbean
- Brazil
- Latin America
- British North America
### Growth of African American Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>% Free</th>
<th>Year</th>
<th>Population</th>
<th>% Free</th>
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</thead>
<tbody>
<tr>
<td>1820</td>
<td>1.77 million</td>
<td></td>
<td>1850</td>
<td>3.69 million</td>
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<tr>
<td>1830</td>
<td>2.33 million</td>
<td></td>
<td>1860</td>
<td>4.44 million</td>
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</tr>
<tr>
<td>1840</td>
<td>2.87 million</td>
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### Slave Exports and Profits
- Early 18th Century - ________________ per year
- During 1780’s - _____________ per year
- Between 1740-1810 - ______________ captives/year on average.
- 17th Century - slaves sold in the Americas for about $________
- Slave ________ illegal in Britain in 1807, US 1808, France 1831, Spain 1834.
- Once declared illegal __________ went much higher. 1850s prime field hand $1200 - $1500 (about $18,000 in 1997).

### Slave Resistance (_________ AND __________ RESISTANCE)
- Breaking tools
- Faking illness
- Staging slowdowns
- Committing acts of arson and sabotage
- Running away
- Underground Railroad

### Slave Revolts
- Late 18th century slave revolts __________ in Guadeloupe, Grenada, Jamaica, Surinam, Haiti, Venezuela, Winward Islands
- Within the United States slave revolts were __________ as well. Richmond, Virginia, Louisiana, Charleston, South Carolina

### Aftermath of Slavery in the U.S.
- __________ of slavery did not mean former slaves had achieved full __________.
- Reconstruction
  - 4 million __________ (no education, no money, no land, no tools)
    - Freedmen’s Bureau
    - Sharecropping/Tenant Farming
- Black Codes
- Jim Crow Laws

### The Legacy of Slavery

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Food</th>
<th>Dishes</th>
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<tbody>
<tr>
<td>Rice</td>
<td>Spices (red pepper, sesame, cajun)</td>
<td>Gumbo, jambalaya</td>
</tr>
<tr>
<td>Sweet Potatoes</td>
<td>Okra, black eyed peas</td>
<td>Ash and hot cakes</td>
</tr>
<tr>
<td>Herding</td>
<td>Rice</td>
<td>Sweet potato pie</td>
</tr>
<tr>
<td>Basketry</td>
<td></td>
<td></td>
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<tr>
<td>Working Style (cooperative labor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planting (heel to toe)</td>
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</tbody>
</table>
Use the “Atlantic Slave Trade and African Diaspora PPT” on my website to complete these notes.

African politics and societies in early modern times

➢ Social change in early modern Africa
  • Kinship and clans remained unchanged at the ___________ level
  • American food crops, for example, ___________ (most important – used for bread), maize, peanuts, introduced after the sixteenth century
  • Population growth in sub-Saharan: _______ million in 1500 to _______ million in 1800 – despite the mass forced migration of slaves

The Atlantic Slave Trade (SECTION 2)

➢ Foundations of the slave trade
  • Slavery common in traditional Africa
    ● Slaves typically war captives, criminals, or outcasts
    ● Most slaves worked as _______________, some as administrators or soldiers
    ● With all land held in common, slaves were a measure of _____________ and ___________
    ● Slaves often ___________________ into their masters' kinship groups, even earned freedom
  • The Islamic slave trade well established throughout Africa
    ● When traditional sources were insufficient, ____________ parties were developed to attack undefended communities
    ● _______ million slaves may have been shipped out of Africa by Islamic slave trade between eighth and the eighteenth centuries
    ● Europeans used these existing networks and expanded the slave trade

➢ Human cargoes
  • The early slave trade on the Atlantic started by Portuguese in 1441
    ● By 1460 about _____________ slaves a year shipped to Portugal and Spain
      ♦ Often worked as miners, porters, or domestic servants, since free peasants and serfs cultivated the land
    ● By fifteenth century African slaves were shipped to _______ plantations on Atlantic islands
    ● Portuguese planters imported slaves to Brazil, 1530s
    ● Spanish settlers shipped African slaves to the Caribbean, Mexico, Peru, and Central America, 1510s and 1520s
    ● English colonists brought slaves to North America early seventeenth century
  • Triangular trade: all three legs of voyage profitable
    ● First leg – horses, European manufactured goods, and _____________ in exchange for slaves
    ● Second leg – slaves could be sold for _______ times what they had paid for them; usually traded for cash, sugar or molasses
    ● Third leg – American _____________ sold in Europe
  • At every stage the slave trade was _____________
    ● Individuals captured in violent raids
    ● Forced march to the coast for transport
    ● The dreaded “_________________________”, where between 25 percent and 50 percent died
The impact of the slave trade in Africa

- Volume of the Atlantic slave trade increased dramatically after ____________
  - At height--end of the eighteenth century--about _________________ shipped per year
  - Altogether about ______________ million brought to Americas, another __________ million died en route; another __________ million in the continuing Islamic slave trade
- Profound impact on African societies
  - Impact uneven: some societies _______________ (due to resistance and location), some societies _______________
  - Distorted African sex ____________, since two-thirds of exported slaves were males
  - In Angola, it encouraged _______________ and forced women to take on men's duties
- Politically disruptive
  - Introduced firearms; fostered conflict and ____________ between peoples
  - For example: Dahomey, on the "slave coast," grew powerful as a slave-raiding state

The African Diaspora (the dispersal of African peoples and their descendants) (SECTION 3)

- Plantation societies
  - Cash crops introduced to fertile lands of Caribbean early fifteenth century
    - First Hispaniola, then Brazil and Mexico
    - Important cash crops: sugar, tobacco, rice, indigo, cotton, coffee
    - _________________ dependent on slave labor
  - Plantations ______________ divided: one hundred or more slaves with a few white supervisors
    - High ______________ rates in the Caribbean and Brazil; continued importation of slaves
    - Only about ______ percent of slaves to North America, where slave ______________ more common
  - Resistance to slavery widespread, though dangerous
    - Slow work, sabotage, and escape
    - Slave revolts were __________ and were brutally suppressed by plantation owners
    - 1793: slaves in French colony of Saint-Domingue revolted, abolished slavery, and established the free state of __________

The making of African-American cultural traditions

- African and Creole languages
  - Slaves from many tribes; lacked a _________________ language
  - Developed _______________ languages, blending several African languages with the language of the slaveholder
- African-American religions also combined elements from different cultures
  - African-American Christianity was a distinctive syncretic practice
  - African ______________ and ______________: ritual drumming, animal sacrifice, magic, and sorcery
- Other African-American cultural traditions: hybrid cuisine, weaving, pottery

The end of the slave trade and the abolition of slavery

- New ______________ and ______________ against slavery
  - American and French _________________ encouraged ideals of freedom and equality
  - Olaudah Equiano was a freed slave whose autobiography became a _________________
- Slavery became increasingly costly
  - Slave revolts made slavery ______________ and dangerous
  - _________ of sugar price and _________ costs of slaves in the late eighteenth century
  - Manufacturing industries were more profitable; Africa became a __________
- End of the slave trade
  - Most European states abolished the slave trade in the early ______________ century
● British naval squadrons helped to _______ the trade
● The ______________ of slavery followed slowly: 1833 in British colonies, 1848 in French colonies, 1865 in the United States, 1888 in Brazil