

An Introduction to Enslavement

Part 1

What was Africa like before the Transatlantic Slave Trade?



What do you know about Africa before the 1700s?



Have a chat to your shoulder partner - what do you know about Africa before 1700?

Hint - think about Ancient Egypt!

Perhaps you thought about some of these?



There's a lot more to Africa in the past than the Great Pyramids.

In the 14th Century, the West African Empire of Mali was bigger than the whole of Western Europe and was one of the richest and most powerful states in the world. What do you think made Mali so rich?

- (A) Diamond mines
- (B) Gold mines
- (C) Agriculture (farming)
- (D) Oil and gas

The answer is?

Gold!

The Mali Empire had 3 main gold mines - in Boure, Bmabuk and Galam.

It was this gold wealth that made European countries first interested with trading with countries in Africa.

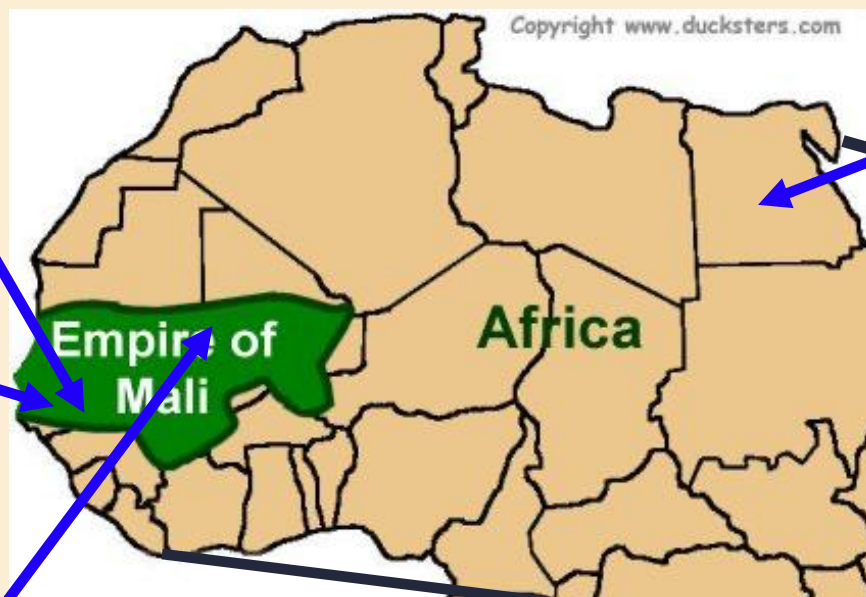


Can you picture where these places are on a map?

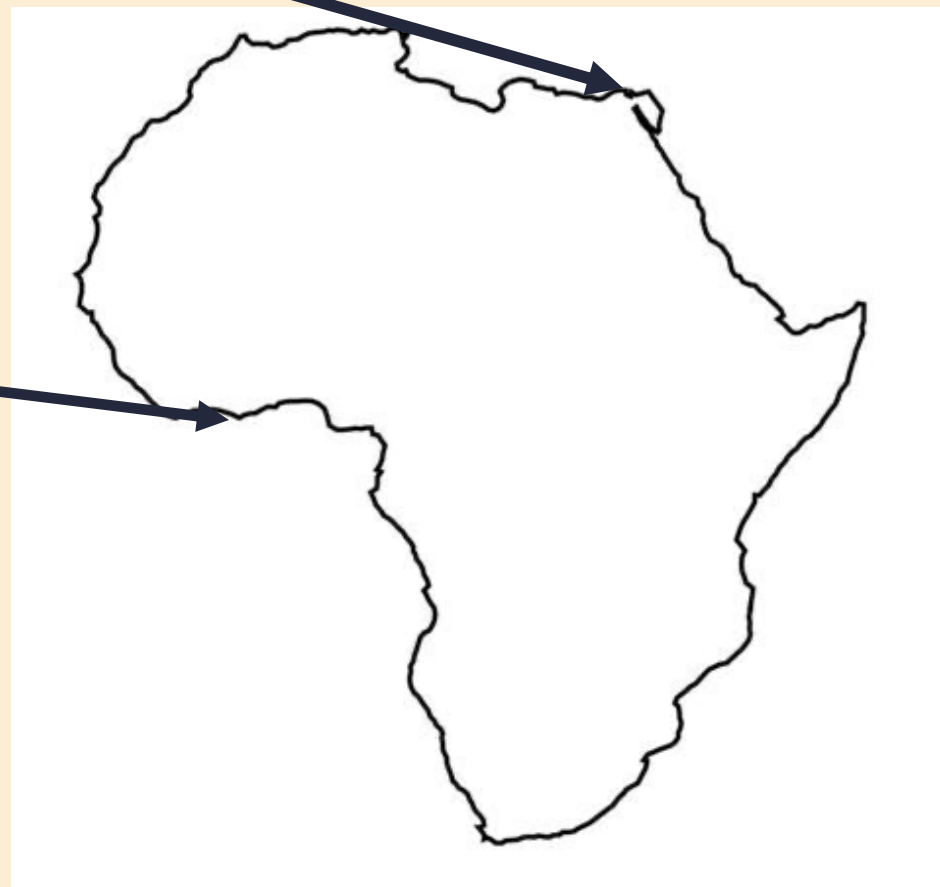
Boure

Bmabuk

Galam



Egypt



Task - Find the places we have mentioned so far on your map - Resources sheet 1.

Use technology or an atlas to help you place them.

The abundance of gold and therefore wealth in various African Empires made them very appealing to the rest of the world.

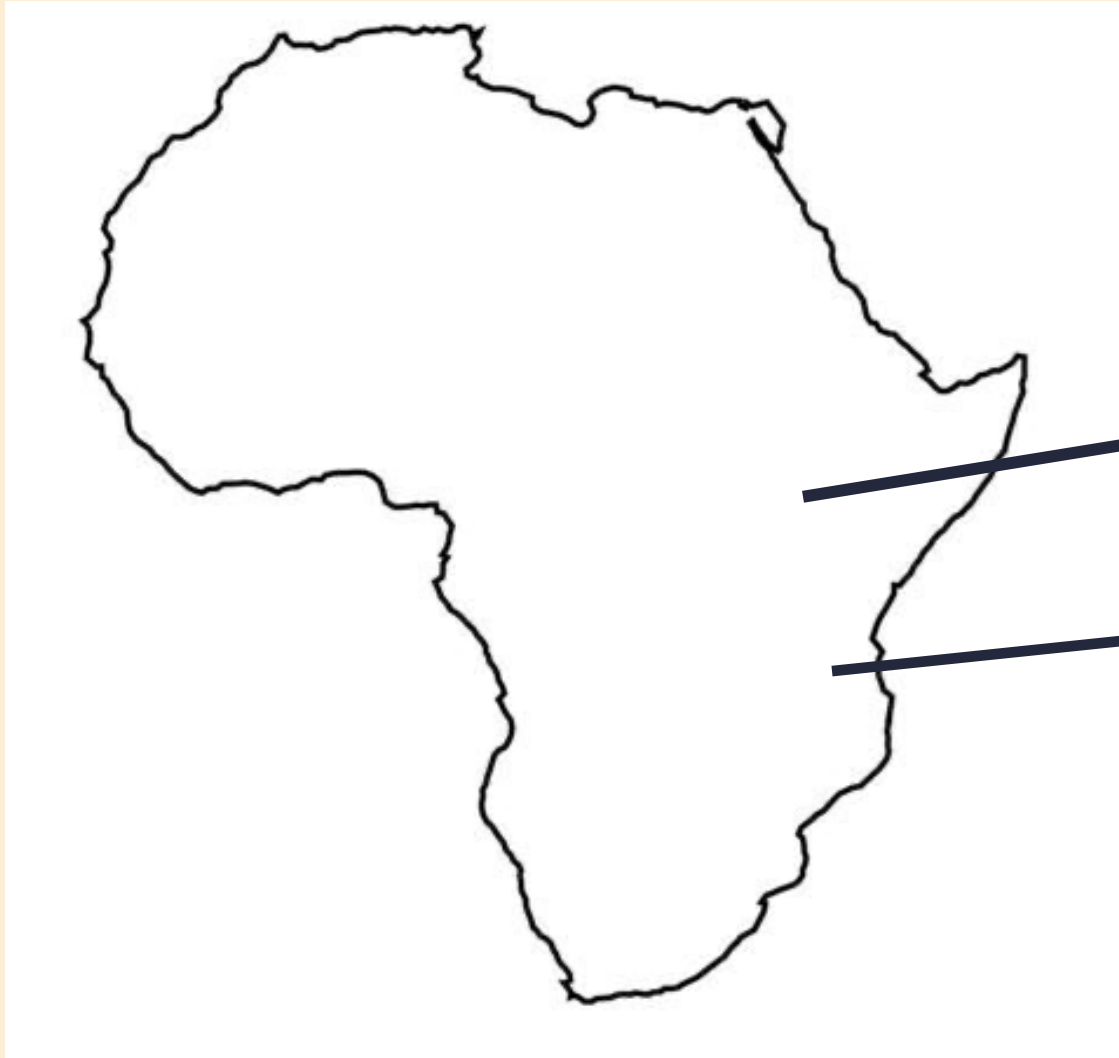
These broken pieces of pottery are in the British Museum. They were found in Africa they have been traced back to a pottery factory in Longquan in China.

What does this tell you?

Some pieces were found in Kilwa and some in Tanzania - how did they get there?



Can you add Kilwa to your map?



The first Europeans to travel to West Africa to investigate trade were the Portuguese.

When Portuguese trader Duarte Barboosa visited Kilwa in the early 16th century he said,

"There were many houses of stone and mortar, well organised in streets. Around it were streams and orchards with many channels of sweet water. They (the people) were finely clad in many rich clothes of gold and silk, and cotton, and the women as well; also with much gold and silver in chains and bracelets, which they wore on their legs and arms, and many jewelled earrings in their ears."

Another traveller, Olfert Dapper, when visiting the Kingdom of Benin in the early 17th century said,

"It looks very big when you enter it for you go into a great broad street, which, though not paved, seems to be seven or eight times broader than the Warmoes Street in Amsterdam. This street continues for about four miles and has no bend in it. At the gate where I went in on horseback, I saw a big wall, very thick and made of earth, with a deep ditch outside. Outside the gate there is a large suburb. Inside as you go along the main street, you can see other broad streets on either side, and these are also straight. The houses in this town stand in good order, one close to the other and evenly placed beside the next, like our houses in Holland."

In the early 1500s, Gasper Correria described Kilwa as a large city inside walls. He also said,

"Within these there are perhaps 12,000 inhabitants. The country all round is very luxurious with many trees and gardens of all sorts of vegetables, citrons, lemons, and the best sweet oranges that were ever seen."

There are many bronze plaques displayed in the British Museum in London, known as the Benin Bronzes. Have a look at these - what can you learn about Benin society from looking at these bronzes?



Task - Use these sources of information to show what you imagine Kilwa or Benin looked like?

You could draw...



You could model...



You could
virtually create...



Extension - How different was Benin from a city in the UK at that time? How can you tell?



This engraving of Kilwa was created around 1590 by a Portuguese artist.

How does this compare to the drawing or model that you created?

Extension Task - Optional

Can you find out about what 16th and 17th century life was like in a Scottish town or city near you?

How does it compare with life in Kilwa or Benin?

An Introduction to Enslavement

Part 2

What does it mean to be enslaved?



Before we start, we need to make sure we use the correct **terminology**.

That means words!

slave?

OR

enslaved?

Do you know these words?

Do they mean the same thing?

What do they mean?



slave owner?

OR

enslaver?

slave

If someone is described as a slave, you are describing their identity. A slave is what they are.

enslaved

If you describe someone as an enslaved person, it implies that slavery was something imposed on to them.

slave
owner

To use slave owner, shows that someone can have ownership of another person. Although we acknowledge that this happened, it isn't language that is acceptable now.

enslaver

Using enslaver shows that the enslaved person had no choice.

SO

~~slave~~

✓ enslaved

~~slave
owner~~

✓ enslaver

We are going to think about Freedom.

What does that mean?

- On the next slide are 10 pictures of different people, some famous, some not.
- Decide who has the most freedom and who has the least. Use the pictures on your handout to order them from least free to most free.
- Blu-tack your pictures to your desk in order. Take a photo so it can be shared.
- Use Resource sheet 2.



Homeless person



Cristiano Ronaldo



UK Prime Minister



Ship carrying enslaved people



UK school boy



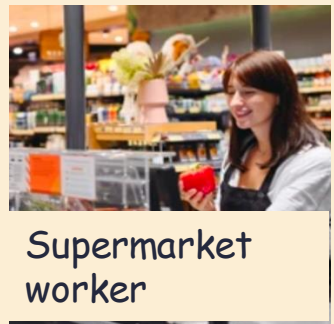
Taylor Swift



King Charles II



Child in a wheelchair



Supermarket worker



Factory workers in Indonesia

Did you discuss:

- What it means to be free?
- How important is it to be free?
- What are the basic rights of freedom?

Can you write a definition for freedom?

Display your definitions on your Learning Wall.

Some thoughts about Freedom.... Is it freedom to be able to choose what you do? Is it the ability to have the means to choose what you do? Is freedom being a part of something bigger - community or a group that allows you to be a part of something you feel is important? Or is freedom having no money and being free from societies' expectations? Or having no friends and being able to do what you want? Is it having human rights and being able to speak and think and act as you wish? Or a combination of these?

When people are enslaved, their rights are taken away - including the right to meet whomever they want, the right to a community and to friends and family.

How many of the people on the photo-slide have those freedoms? Is that a useful way to think about freedom?

An Introduction to Enslavement

Part 3

Why did the Transatlantic Slave Trade Begin?



You have learned that in the 1600s, many parts of the continent of Africa were wealthy, thriving and had huge potential. There was great diversity across the continent and different societies had different cultures, technology, philosophies and economic and political systems.

Something happened to change that in the 1600s.

The Trans-Atlantic Slave Trade began.

Why did it start?

Use the QR codes to do some research. Use what you find to begin to take notes - answering the question - Why did the Trans-Atlantic Slave Trade begin?



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Why did it start?

This is a huge question without a simple answer.

To begin to understand it, can you think of an important thing that happened in 1492?



Christopher Columbus!

What can you find out about him?

You have 3 minutes to quickly search and take a note or two to share.

What did you find out?

Why is that relevant to the Transatlantic slave trade?



Look at this resources:

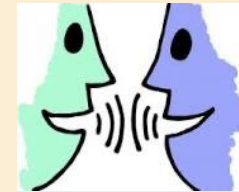
Facing History & Ourselves, "**First Encounters in the Americas**", last updated August 2, 2016.

<https://www.facinghistory.org/resource-library/first-encounters-americas#citation-information-303>

Scan the article, looking for evidence of opinions that Europeans held of the people living in North and central America.

What does this tell you about the attitude of the European travelers?

Read over this passage and chat to your shoulder partner about any significant statements that tell us about European attitudes towards the indigenous people.



In describing the “Indians,” Europeans focused not on who they were but on who they were not. They then went on to describe what the Indigenous Peoples did not have. Amerigo Vespucci, for whom the Americas are named, described the “Indians” as neither Muslims nor Jews. He noted that they were “worse than heathen; because we did not see that they offered any sacrifice, nor yet did they have a house of prayer.” John Winthrop, an Englishman who helped found the Massachusetts Bay Colony, justified his claims to the Indigenous Peoples’ land by arguing that they did not mark their ownership of it in ways that Europeans recognized. He wrote that they “enclose no land, neither have they any settled habitations, nor any tame cattle.”

Did you discuss these bits?

In describing the “Indians,” Europeans focused not on who they were but on **who they were not**. They then went on to describe what the Indigenous Peoples did not have. Amerigo Vespucci, for whom the Americas are named, described the “Indians” as neither Muslims nor Jews. He noted that they were **“worse than heathen; because we did not see that they offered any sacrifice, nor yet did they have a house of prayer.”** John Winthrop, an Englishman who helped found the Massachusetts Bay Colony, justified his claims to the Indigenous Peoples’ land by arguing that they **did not mark their ownership of it in ways that Europeans recognized**. He wrote that they “enclose no land, neither have they any settled habitations, nor any tame cattle.”

There is no easy answer to the question - 'Why did the Transatlantic Slave Trade begin?'

It is a mixture of a few things, some worldwide issues, some because of internal issues in the African continent and some environmental factors.



Using Resource Sheet 3, in groups, cut up the statements and the logos and decide which statements match up with each logo -

Worldwide Issues, Internal Issues within Africa and Environmental Factors.

Each group, take one statement and research using the previous websites, in what way your statement is relevant to the starting of the Transatlantic Slave Trade.



This video gives an overview of the Trans-Atlantic Slave Trade, focusing on how enslaved people were taken from Africa and transported to America. There may be some terms that you haven't heard before or are unsure of. While you watch and listen, write down any words you don't know for discussion at the end. (* some discussion of abuse towards women - potential TW) https://youtu.be/3NXC4Q_4JVg?si=KWhRIPfmkipun81x

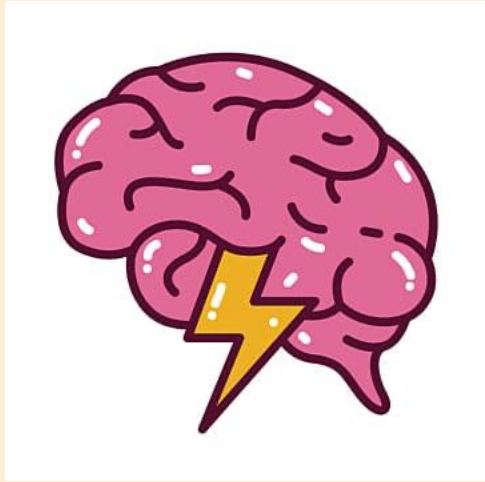
Use this information, and any other sources you have already looked at to summarise the key points.

- European countries, including Britain, wanted sugar and other produce that could grow easily in America and the Caribbean.
- Cheap labour was needed to grow these crops as efficiently as possible.
- Indigenous people in the Americas were introduced to European illnesses and many died so plantation (farm) owners needed a new source of labour.
- Ships were sent from Europe to the West coast of Africa and European merchants traded guns, iron and cowrie shells for African people to work on American plantations.
- These ships crossed the Atlantic and traded the enslaved Africans for produce.
- The ships went back to Britain and other places in Europe and the merchants (ship owners) sold the goods for huge amounts of money.
- This money was invested into more ships, building grand cities and boosting the UK economy.
- The ships then went back to the west coast of Africa and the process was repeated for 100s of years.
- In total, over 12 million African people were enslaved over a period of approximately 340 years.
- Many enslaved workers lived for the rest of their lives in plantations in America and the Caribbean.
- Their children were born into enslavement and never knew freedom.
- Many died on the journey, some escaped, some were taken overseas to Europe with their enslavers.

You should now have a broad and general understanding of what the Transatlantic Slave Trade is and why it started.

Bias

- When looking at information online and from historical sources, you need to be aware of bias.
- Have you heard this word before? What does it mean?
- Why might an article written by an American based newspaper about the Trans-Atlantic Slave Trade be biased?
- Would a British merchant have a different opinion in the 1700s than a British farmer?
- Be ready to share your ideas



What have you
learned about
that will make you
think?



What have you
learned that you
will take away with
you and share?



What have you
learned that
made you feel
some emotion?

