

# Africa's Slaves

## The Transatlantic and East African Slave Trades

*Europeans and Islamic societies controlled two huge  
slave systems. What were the differences and similarities?*



## *Debating* the DOCUMENTS

Interpreting Alternative Viewpoints  
in Primary Source Documents

# Africa's Slaves

## The Transatlantic and East African Slave Trades

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The 2017 World History Course and Exam Description of the College Board Advanced Placement Program\* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

### *The Five Themes*

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

### *This Booklet's Main Themes:*

- 4** Creation, expansion, and interaction of economic systems.
- 5** Development and transformation of social structures.

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**MindSparks®**

CULVER CITY, CALIFORNIA



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Printed in the United States of America

MindSparks  
10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436  
(800) 421-4246

<http://mindsparks.com>  
[access@mindsparks.com](mailto:access@mindsparks.com)

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ISBN: 978-1-57596-266-5  
Product Code: HS735 v2.0

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# Teacher Introduction

## ★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,  
conflicting  
perspectives are  
among the truths  
of history.  
No single  
objective or  
universal account  
could ever put an  
end to this endless  
creative dialogue  
within and  
between the past  
and the present.”*

From the 2011 Statement on Standards  
of Professional Conduct of the Council of  
the American Historical Association.

## ★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

### **Each *Debating the Documents* Booklet Includes**

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

## ★ *How to Use This Booklet*

### **1. Have students read “Suggestions for the Student” and the Introductory Essay.**

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

### **2. Have students do the worksheets.**

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

### **3. “Debate the documents” as a class.**

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

### **4. Have students do the final DBQ.**

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

#### **The DBQ for this Booklet (see page 20):**

How do you think the two major slave trading systems described in these sources shaped the ideas of the slave traders about slavery in general and African slaves in particular?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.



## ★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

### **Excellent Essay**

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

### **Good Essay**

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

### **Fair Essay**

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

### **Poor Essay**

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

# Suggestions to the Student

## ★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

## ★ *How to Use This Booklet*

### 1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



### 2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

### 3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

### 4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

### 5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

## *Africa's Slaves*

Today, we think of slavery as one of the great crimes of the human race. We value individual freedom so highly it is hard for us to imagine how people could enslave other people, usually without it bothering them at all. When it comes to Africa, the idea of slavery is especially hard to think about. We in the Western world still live with the legacy of that form of slavery.

Yet until the eighteenth century, no society took a principled stand against slavery. It was accepted as normal almost everywhere. It is not that people doubted how miserable it was to be a slave. After all, war captives and criminals were favorite targets for enslavement. At times, people hopelessly in debt or in other dire circumstances, might sell themselves or their children into slavery. Even in the few cases where slaves had important tasks—as slave soldiers or palace eunuchs, say—they were still seen as outsiders, unable to live a normal existence with any real respect or social acceptance. Yet the idea of individual freedom was apparently not yet strong enough to arouse horror at the thought of having no freedom at all.

For Africa, the irony of this is that Africans themselves actively took part in two of the worst slave-trading systems of all. These systems brought centuries of misery to that vast continent. Of the two systems, the transatlantic slave trade easily gets the most attention. It uprooted and transported 11 million or more to the Americas from the sixteenth to the nineteenth centuries. Portuguese, Spanish, Dutch, French, and English slave merchants met African dealers along the coast of West Africa. They exchanged rum, firearms, metal implements, trinkets, and other things—for human beings. The voyage across the ocean was a horror known as the “Middle Passage.” After surviving weeks at sea confined below deck in cramped spaces, slaves were sold to spend the rest of their lives mainly growing and processing sugar, cotton, tobacco, rice,

and other products. They worked for plantation owners whose interest was in profit and who saw their slaves as commodities and little more.

The other slave system is less well-known. It was conducted mainly by Arab and other Muslim merchants and their African middlemen. It took the form of caravans across the Sahara to North Africa or the Red Sea, or to key cities along the coast of East Africa. This system began long before the Transatlantic slave trade, perhaps even before Islam appeared. It involved fewer African captives each year. Yet because it lasted many centuries longer, it also may have involved the enslavement of ten million or more. Unlike the transatlantic trade, the East African slave trade took more women and children than men. (Often in a raid, the men would be killed and the women and children marched away.) Slaves in Muslim lands served as domestics in homes, in harems, as concubines, at times as slave-soldiers, and as eunuch servants of powerful princes. (The surgery creating a eunuch was often carried out en route, and some estimate that it caused nine deaths for every one boy to survive it.) Slaves in Muslim lands also worked on plantations and mines, or at removing salt-encrusted soils from swampy lands—such as the Zanj did in the salt marshes of what is now Iraq. (“Zanj” means “Land of the Blacks.”) From 869–883 CE, the Zanj staged one of the greatest slave uprisings in history.

The sources with this lesson will help you better understand these slave systems. They will help you to compare and contrast the two systems in terms of what they did to the slaves, and why, and how the enslavers viewed the Africans they caught by the millions and exiled from their lands forever.

# Africa's Slaves Time Line

100 CE

The *Periplus of the Erythraean Sea* is written. It is a Greek account of travels and trade along the Red Sea and lands around the Indian Ocean. It describes a small trade in slaves taken from the coast of East Africa.

700-900

Demand for labor to reclaim marsh land in southern Iraq leads to stepped up importation of black slaves from East Africa.

869-883

The “Zanj” (black slaves from Africa) labor in horrible conditions to remove salt-encrusted soil from the marshes of present-day southern Iraq. In 869, tens of thousands of them rise in a revolt that lasts 13 years.

900-1000

The trade in slaves across the Sahara desert to North Africa increases substantially in this century after the camel is introduced into the region.

1441

The Atlantic slave trade is often dated to 1441, when a Portuguese captain brought a handful of African slaves back to Portugal.

1481

On the coast of West Africa, the Portuguese found Elmina, the first of several European forts there to hold African slaves for shipment to the Americas.

1600

By 1600, about 370,000 Africans have been taken to the Americas in the transatlantic slave trade, according to Paul L. Lovejoy’s “Volume of the Atlantic Slave Trade” (*Journal of African History* 23, 1982).

1600-1700

Nearly 2 million Africans are taken to the Americas in the transatlantic slave trade, according to Lovejoy.

1700-1800

This century is the high point of the transatlantic slave trade. About 6 million Africans are taken to the Americas in that trade, according to Lovejoy.

1791

A slave uprising in the French West Indian colony of Santo Domingo leads to the establishment of the independent nation of Haiti in 1801.

1794

The French National Convention emancipates all slaves in the French colonies.

1800-1900

A little over 3 million Africans are taken to the Americas in the transatlantic slave trade, according to Lovejoy. The Muslim-dominated slave trade across the Sahara, from the Red Sea and from East Africa increases in this century to about 2 million, according to Ronald Segal in his book *Islam’s Black Slaves* (Farrar, Straus and Giroux, 2002).

1807

The British Parliament bans the Atlantic slave trade. Also, the U.S. passes legislation to take effect in 1808 banning the slave trade.

1819

Britain stations a naval squadron on the West African coast to patrol against illegal slavers.

1833

Great Britain passes the Abolition of Slavery Act, providing for emancipation in the British West Indies—set to take effect August 1834. (Following emancipation, a six-year period of apprenticeship is permitted.)

1861-1865

The U.S. Civil War results in the defeat of the Confederate States of America, and the Thirteenth Amendment abolishes slavery in the United States.

1888

Brazil becomes the last nation in the Western world to abolish slavery. Some nations in the Middle East, such as Mauritania or Saudi Arabia, do not do this until the second half of the twentieth century.



## Visual Primary Source Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

### Information on Documents 1 & 2

**Document 1.** To make a profit, European slave traders had to pack as many Africans as they could below deck for the trip across the Atlantic. Conditions were horrible. Many slaves died on these voyages. For purely practical reasons, slave traders tried to prevent this. After all, each slave who survived the trip was worth a lot of money at sale. To give the slaves some air, a few at a time might be brought up on deck for exercise. In this illustration of an eighteenth-century French slave ship, slaves are being forced to dance on the deck.

**Document 2.** The Atlantic slave trade mainly supplied slaves for backbreaking labor on sugar, tobacco, cotton, and other plantations in Brazil, the West Indies and southern colonies of what would become the United States. That is why a large share of Africans taken in the transatlantic trade were males. Here African slaves in the seventeenth century are seen working at a sugar mill in the West Indies on what was probably a Dutch-owned island. The sugar plantations and mills of these centuries were the industrial powerhouses of their day.

## Visual Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

### Information on Documents 3 & 4

**Document 3.** This is an Arab slave market at Zabid, Yemen. It is dated 1237 CE. Yemen is at the southern tip of the Arabian Peninsula, just across from the northeastern corner of Africa. Arab traders may have brought the slaves shown here from cities such as Mogadishu, Zanzibar, Mombasa, or other port cities along the coast of East Africa. Or the slaves might have been transported overland and then across the Red Sea to Zabid.

**Document 4.** This is a British artist's depiction of Muslim slave traders guiding slaves in central Africa on a long journey to one of the transshipment ports on the coast of East Africa. Such caravans also transported slaves across the Sahara to Muslim lands in North Africa and the Middle East. The drawing was done in the nineteenth century, at a time when Britain had outlawed slavery and was actively trying to force other societies to end the practice.



## **Study the Documents: Visual Sources 1 & 2**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Context—Doc. 1** \_\_\_\_\_

This illustration shows only one small part of what is called the “Middle Passage.”

By itself it almost might seem to be a happy scene. List other aspects of the Middle Passage that a person needs to know about to fully understand this scene.

### **2 Bias, or Point of View** \_\_\_\_\_

Do you think the artist who drew this image had a favorable or unfavorable view of slavery and the Atlantic slave trade?

### **3 Drawing Conclusions** \_\_\_\_\_

Using these two images, what can you conclude about the nature and the purpose of slavery in the Americas in the seventeenth and eighteenth centuries?

## **Study the Documents: Visual Sources 3 & 4**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Bias—Doc. 3**

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What details in this image make it clear that it is the Africans in the scene who are being sold? Do these features suggest any negative attitude in general toward black Africans?

### **2 Bias—Doc. 4**

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What do you think the artist most wanted to stress about the Muslim slave trade in this drawing? What details help convey this point of view? The artist was English. Do you think this influenced his point of view here? Why or why not?

### **3 Compare and Contrast**

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What similarities and differences between the Muslim East African and the the European transatlantic slave trade can you detect from the four images for this lesson (Visual Source Documents 1–4)?

# Comparing the Documents

## ★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

**Which of these primary source documents would be most useful to a historian trying to understand the transatlantic and East African slave-trading systems?**

**Document 1**



The Granger Collection, New York

**Document 3**



The Granger Collection, New York

**Document 2**



The Granger Collection, New York

**Document 4**



The Granger Collection, New York

*Documents 1 & 2*

☐

*Documents 3 & 4*

☐

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

## Written Primary Source Documents 1–3

### Information on Documents 1–3

**Document 1** is from Nicholas Owen's *Journal of a Slave-Dealer*. Owen, along with his brother, worked as an agent of a slave trader in Africa in 1758. Owen survived for only a year before dying in Africa.

**Document 2** is a brief comment by Dutch physician Willem ten Rhyne commenting on his encounters with native Africans in southern Africa in the 1680s.

**Document 3** is by Dutch slave trader Johannes de Grevenbroek in 1695. He offers a somewhat different perspective from the other two here.

(Documents 2 and 3 are quoted in Basil Davidson's *Africa in History*, p. 198.)

#### Document 1

*It seems strange that here in the country you'll find men of ready wit in all things relating to common business, yet if they are questioned concerning a future state, they give up all pretentions to humanity and wander in absurdities as black as their faces. They laugh at one another's misfortunes and don't seem to repine their own, given to drunkenness and quarreling, being very cowardly and great boasters, miserably poor in general and live low as to victuals [food supplies], soon provoked to anger and soon made up again if the offender makes an acknowledgement of his crime . . .*

#### Document 2

*Their native barbarism and idle life, together with a wretched ignorance of all the virtues, impose upon their minds every sort of vicious pleasure. In faithlessness, inconstancy, lying, cheating, treachery, and infamous concern with every kind of lust they exercise their villainy . . .*

#### Document 3

*From us they have learned strife, quarreling, drunkenness, trickery, theft, unbridled desire for what is not one's own, misdeeds unknown to them before, and the accursed lust for gold.*

## Written Primary Source Documents 4–7

### Information on Documents 4–7

**Document 4** is from a tenth-century Arab geographer named Al-Muqaddasi in *Kitab al-Bad' wah-Tarikh*, vol. 4.

**Document 5** is from fourteenth-century historian Ibn Khaldun in his *Muqaddimah*, or *An Outline of History*.

**Documents 6 & 7** are from the famous fourteenth-century Muslim traveler Ibn Battuta.

### Document 4

*Of the neighbors of the Bujja, Maqdisi had heard that “there is no marriage among them; the child does not know his father, and they eat people—but God knows best. As for the Zanj, they are people of black color, flat noses, kinky hair, and little understanding or intelligence.*

### Document 6

*. . . there is also the prevalence of peace in their country [Mali], the traveler is not afraid in it nor is he who lives there in fear of the thief or the robber by violence . . . there are no thieves in their country.*

### Document 5

*We have seen that Negroes are in general characterized by levity, excitability, and great emotionalism. They are found eager to dance whenever they hear a melody. They are everywhere described as stupid. The real reason for these [opinions] is that, as has been shown by philosophers in the proper place, joy and gladness are due to expansion and diffusion of the animal spirit. Sadness is due to the opposite, namely, contraction and concentration of the animal spirit. It has been shown that heat expands and rarefies air and vapors and increases their quantity.*

### Document 7

*We . . . traveled by sea to the city of Kulwa. Most of its people are Zunuz, extremely black . . . The city of Kulwa is amongst the most beautiful of cities and most elegantly built . . . Their uppermost virtue is religion and righteousness and they are Shafi'i in rite.*



## Study the Documents: Written Sources 1–3

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Main Idea—Docs. 1 & 2** \_\_\_\_\_

In a single sentence, sum up the main flaws that Nicholas Owen and Willem ten Rhyne see in the Africans they have encountered.

### **2 Bias or Point of View** \_\_\_\_\_

How might Owen's experience as a European slave trader have led him to adopt the biases and prejudices he has regarding Africans?

### **3 Compare & Contrast** \_\_\_\_\_

What do you think Owen and Willem ten Rhyne might say in response to Johannes de Grevenbroek? How do you explain de Grevenbroek's views, given that like Owen he was a slave trader?

## **Study the Documents: Written Sources 4-7**

*Instructions:* Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

### **1 Compare & Contrast I**

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In what way are the stereotyped views in Written Source Documents 4 & 5 like or unlike those of Nicholas Owen and Willem ten Rhyne (Written Source Documents 1 & 2)?

### **2 Compare & Contrast II**

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Why do you think Ibn Battuta's view of the Africans he encountered is so much more positive than the others quoted here?

### **3 Interpreting Meanings**

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What does Ibn Khaldun see as the cause of the unique qualities of the Africans he observed? Does this theory of his in any way excuse his biases? Why or why not?

# Comparing the Documents

## ★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

**Which of these primary source documents would be most useful to a historian trying to understand the transatlantic and East African slave-trading systems?**

*Three brief comments on African slaves and the Transatlantic slave trade by Europeans*

*Documents 1–3* ☐

*Four brief comments by various Muslim writers on Africans and the East African slave trade*

*Documents 4–7* ☐

## Comparison Essay

*I chose Documents \_\_\_\_\_ because:*

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*I did **not** choose Documents \_\_\_\_\_.*

*However, a historian still might use the documents in the following way:*

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**Keep this in mind:** Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

# Document-Based Question

Your task is to answer a document-based question (DBQ) on slavery and the slave trade in Africa. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

## Document-Based Question

1

**How do you think the two major slave trading systems described in these sources shaped the ideas of the slave traders about slavery in general and African slaves in particular?**

OR

2

**Compare and contrast the European transatlantic slave-trading system and the Muslim-dominated East African slave-trading system in terms of the treatment of slaves, the motives for slavery, and the ideas of slave-owning societies about slavery and African slaves.**

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*  
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*  
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*  
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*  
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*  
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

# Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

## Worksheet 1

### *Visual Sources 1 & 2*

1. Items could include the capture of slaves in Africa, the conditions below deck, the high mortality rates, etc.
2. Interpretations may vary. Discuss them in class.
3. Answers should stress the stark racial divide in the Atlantic slave trade, the use of slaves for hard physical labor on what were commercial enterprises, etc.

## Worksheet 2

### *Visual Sources 3 & 4*

1. The Africans are crouching down submissively, are being inspected, are drawn slightly smaller in size, etc.
2. Answers here may vary, stressing the number and strength of the slave traders, the helpless appearance of the slaves, etc.
3. Answers will vary. Discuss these in class.

## Worksheet 3

### *Written Sources 1–3*

1. According to them, Africans are much too emotional and aggressive, incapable of rational thought, and immoral as well.
2. Answers may vary, but perhaps Owen eases his conscience and justifies his actions by thinking of his victims as less worthy and less deserving of freedom.
3. Answers and imagined dialogues may vary. Discuss these in class.

## Worksheet 4

### *Written Sources 4–7*

1. Answers may vary. Some will see many similarities; others may notice some subtle differences. Discuss the responses in class.
2. Perhaps his wider travels may have broadened his views, perhaps he is positive because many of the Africans he describes here were Muslims, etc.
3. He attributes their characteristics to environmental causes, rather than any basic biological nature. Assessments of this may vary. Discuss these in class.





# **Visual Primary Sources**



## First Group—Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York



## First Group—Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York





