

CHAPTER TWO: MIDDLE PASSAGE

IDENTIFICATIONS (Factual and conceptual)

For each of the following, identify by answering the questions – Who? What? When? Where? and describe the significance by answering the questions – Why is this important? Why do we study this?

Middle passage
Guinea Coast
indigo
chattel
Asiento
cash crop
Industrial Revolution
factories
slavers
indentured servant
Martinique
Barbados
seasoning
Creoles
acculturated

OBJECTIVE/ANALYTICAL QUESTIONS

The European Age of Exploration and Colonization

1. Which European country took the lead in exploration and colonization in the early 1400s?
 - a. Portugal
 - b. France
 - c. England
 - d. Switzerland

(Answer: a; page 30) [Factual]

2. Which accomplishment was not a first for (or sponsored by) the Portuguese?
 - a. rounding the Cape of Good Hope
 - b. sailing around Africa to reach India and the East
 - c. the discovery of the New World
 - d. reaching Africa's west coast

(Answer: c; page 30) [Factual]

3. Put these events in chronological order (from earliest to latest):
 1. Columbus set sail for the Americas.
 2. Portugal begins to trade with African kingdoms.
 3. da Gama arrives in India.
 4. The slave trade begins in Africa.

(Answer: 4 - 2 - 1 - 3; pages 30-31) [Conceptual]

4. Europeans found native populations in the areas of North and South America. Why did they need labor from Africa?
 - a. The Native Americans quickly began to die in huge numbers from diseases imported by the Europeans.
 - b. Native Americans refused to be captured or work as slaves in fields or mines.
 - c. Europeans rapidly established cordial relationships with many native peoples, hoping to gain their cooperation voluntarily.
 - d. There were not enough Native Americans to satisfy the needs of Europeans.

(Answer: a; page 31) [Conceptual]

The Slave Trade in Africa

5. Which statement about the nature of the Islamic slave trade prior to European entry is true?
 - a. The Islamic slave trade did not exist in Africa prior to European entry.
 - b. The Islamic slave trade was not based primarily on race.
 - c. The Islamic slave trade mainly captured adult males for agricultural labor.
 - d. Slavery and the slave trade under Islamic society was at least as harsh as the European version in the Americas.

(Answer: b; page 31) [Factual]

6. Discuss the role of Africans in the slave trade.

(Answer, page 31) [Conceptual]

7. What happened to many Africans once they became slaves in Muslim society?
 - a. They were always beaten and treated very harshly, and rarely survived more than a few months.
 - b. Many were freed or merged into Arab society.
 - c. Most were resold by the Arabs in Morocco to form a huge part of the European slave trade.
 - d. Both male and female African slaves were used as field labor.

(Answer: b; page 31) [Factual]

The Origins of the Atlantic Slave Trade

8. How did the early Europeans usually obtain their supply of slaves?
 - a. They raided along the coast of Africa, forcibly capturing large families.
 - b. Arabs brought slaves up to the coastal cities in Europe, and they were purchased there.
 - c. Europeans captured large land areas through warfare, and subjugated entire groups of people into slavery.
 - d. They obtained their slaves through trade with native African tribes.

(Answer: d; page 32) [Factual]

9. Who was the first known Portuguese merchant to begin to formally trade for slaves with the Africans?
 - a. Antam Goncalvez
 - b. Oba Dahomey
 - c. Ruy do Siqueira
 - d. Bartolomeu Dias.

(Answer: c; page 32) [Factual]

10. Which of the following is not a reason why Africans enslaved other Africans, and sold them to Europeans?
- a. Africans at the time did not have a sense of themselves as “Africans,” and had not really developed a concept of racial solidarity.
 - b. Warfare and interethnic rivalries among African tribes contributed; selling members of defeated tribes proved a way to get rid of opponents.
 - c. African tribes were forced under threat of annihilation or war to sell others to the Europeans.
 - d. African tribes actually did not enslave other African tribes.

(Answer: c; page 32) [Factual]

11. Until the early sixteenth century, for what were the early slaves captured by the Portuguese used?
- a. domestic servants
 - b. labor in the sugar cane fields of North America
 - c. soldiers in some of the Europeans’ many wars of the time period
 - d. teachers of African culture and language for wealthy, young Portuguese children

(Answer: a; page 32) [Factual]

12. Until the early 1500s, the European demand for slaves was relatively low. What changed that?
- a. a huge plague in Europe, which wiped out the large surplus of laborers
 - b. the growth of racism among the British
 - c. the discovery of the New World by Christopher Columbus and the need for labor on the agricultural plantations of the Europeans
 - d. the development of a new form of cannon, which the Europeans used to threaten more African leaders into selling slaves

(Answer: c; pages 32-33) [Factual]

Growth of the Atlantic Slave Trade

13. Examine Map 2-1. Where did most slaves come from and go? What did these destinations have in common?

(Answer, page 33) [Conceptual]

14. Examine Map 2-2. What country’s colonies seemed to have dominant African populations? Why?

(Answer, page 34) [Conceptual]

15. Where did most of the slaves from Africa go?
- a. to the English colonies in North America
 - b. to Mexico, to assist in mining for gold
 - c. to Brazil, to work on the sugar plantations
 - d. to the Caribbean to work on sugar and other plantations

(Answer: c; page 34) [Factual]

16. Slavery in the Americas developed along different lines than had slavery in Africa. Which of the following was not one of those differences?
- a. Slavery in the Americas was based on race.
 - b. Most of the slaves in the Americas were male.
 - c. Most of the slaves in the Americas were used as agricultural laborers, rather than fighters or domestic servants.
 - d. In West Africa, female slaves were only used to make cloth, while they generally did hard agricultural work in the Americas.

(Answer: d; page 34) [Conceptual]

17. Enslaved people in the Americas became _____, or personal property. When they became slaves they often lost many of their legal and customary rights.

(Answer: chattel; page 34) [Factual]

18. The Spanish and Portuguese dominated the early slave trade with the Africans. Which nation ousted them from this status in the early seventeenth century?
- a. Holland
 - b. England
 - c. France
 - d. Germany

(Answer: a; page 34) [Factual]

19. Why did the British want to take over the slave trade in the late 17th century?
- a. Their ongoing war with France demanded a supply of soldiers.
 - b. They needed labor for tobacco cultivation in Virginia and Maryland.
 - c. They wanted the taxes paid to the slave trade leader by other European nations.
 - d. They had begun to establish sugar plantations in Brazil and needed labor.

(Answer: b; pages 34-35) [Conceptual]

20. How many slaves were the British able to transport to the Americas when the demand for slaves was the highest?
- a. Due to the inadequate technology available, the British really could only transport a few thousand a year.
 - b. The British customarily moved hundreds of thousands of slaves per year, with the development of new and wider types of ships.
 - c. Generally, between 10,000 and 20,000 people per year.
 - d. In the 1790s, the British moved approximately 50,000 slaves from Africa to the Americas.

(Answer: d; page 35) [Factual]

21. Examine Map 2-3. How did the slave trade affect worldwide trading systems?
- a. A triangular trade system developed, involving British manufactured goods, slaves, sugar and rum.
 - b. The Americas became the wealthiest area of the world in the 1700s, disrupting European power.
 - c. Spain and Portugal continued to dominate the trade into the 1700s, forcing the British and French to pay exorbitant taxes for a small role in the trade.
 - d. The slave trade played a limited role in worldwide trade, as it only involved slaves moving from Africa to the Americas.

(Answer: a; page 36) [Conceptual]

The African-American Ordeal: From Capture to Destination

22. How did an African become a slave?
- a. European armies raided the interior of Africa for people.
 - b. Thinking they would have a better life in the Americas, many sold themselves voluntarily.
 - c. Their town or village was conquered by another African army.
 - d. They were members of a very poor tribe, who frequently sold children to make money.

(Answer: c; pages 35-36) [Factual]

23. What types of resistance did the enslaved Africans use against their captors on the journey to the factories?

(Answer, pages 36) [Factual]

24. Which of the following is true about the path a slave—once captured—took to the market in Africa?
- Generally, the captured slaves thought they would be treated fairly and submitted to the long stages of travel.
 - The trips to the coast were generally brief, as most Africans traded as slaves lived near that area.
 - African tribes kept trading stations along routes, for access to food and water. They wanted as few as possible to die along the way.
 - The slaves were tied together with ropes, or had "yokes" around their necks during the journey.

(Answer: d; page 36) [Factual]

25. What steps did the Europeans take to reduce the risk of rebellion at the slave factories in Africa?
- Slaves were kept drugged and shackled with heavy chains.
 - Families and ethnic groups were separated.
 - Men and women were separated into separate trading towns.
 - Europeans didn't really have to take many steps, as the completely overwhelmed Africans often submitted to the process.

(Answer: b; page 37) [Factual]

26. Which of the following was not a characteristic of a typical slave ship?
- Slaves were separated by gender to prevent rebellion.
 - Slave captains packed their ships as tightly as possible to maximize profit.
 - Mortality rates were very high, due to unsanitary conditions and the rapid spread of disease.
 - Slave ships were generally poorly constructed, and were more likely to fall apart on their way to the Americas as make it there.

(Answer d; pages 38-39) [Factual]

27. Discuss conditions on the slave ships.

(Answer, pages 38-39) [Conceptual]

28. What do we learn from the story written by Olaudah Equiano, a former slave?
- Some slaves were treated with kindness and empathy of their initial captors.
 - The middle passage was an incredibly difficult experience for Africans, torn from their home and families and forced into horrifying conditions.
 - Because of their advantage in numbers, some slaves succeeded in rebelling against their captors, seizing control of the slave ship and returning to Africa.
 - Slaves usually failed to resist to the process of slavery.

(Answer: b; page 39) [Conceptual]

29. Discuss the experiences of Ayuba Suleiman Diallo. How are his experiences different from or similar to Olaudah Equiano's? How do you account for such differences?

(Answer, page 45) [Conceptual]

30. Discuss the experiences of John Newton. What contradictions do you see in his life or story?

(Answer, pages 39-41) [Conceptual]

31. What do we learn from the story of John Newton, a British slave ship captain?

- a. Some devoutly Christian people never saw a contradiction between their jobs trading in human cargo and their religious beliefs.
- b. Christians could be cruel, harsh slavers.
- c. Ships' captains filled their ships with slaves quickly, usually in one stop at an African trading center.
- d. Both that Christians could be cruel, harsh slavers, and that some never saw a contradiction between trading in human cargo and their religious beliefs.

(Answer: d; pages 39-41) [Factual]

32. What does the diary entry by the Dutch slaver tell you about his life and position?

(Answer, page 43) [Conceptual]

33. What do we learn of slavery from the story of Ayuba Suleiman Diallo of Bondu?

- a. Almost all Africans were illiterate members of very poor tribes.
- b. English slavers deliberately sought out certain Africans to assist them in enslaving more tribal groups.
- c. Some Africans were successful in organizing armed resistance to the British slave efforts.
- d. The experiences of captured slaves varied considerably according to the available resources, class level and education of the slave.

(Answer: d; page 45) [Factual]

34. How did food supplies vary between captors and slaves on the slave ships?

(Answer, pages 41-42) [Conceptual]

35. What was not true about the rapid spread of disease on slave ships?

- a. Physicians had not developed the theories relating the spread of germs to disease, but thought that illnesses were spread by imbalances in bodily fluids.
- b. Generally, ship doctors used a primitive form of inoculation to prevent the worst diseases.
- c. Slave ships had inadequate and highly unsanitary ways of disposing of human waste.
- d. Slavers forced their captives to eat using common spoons and bowls.

(Answer b; page 42) [Factual]

36. What disease took the lives of most slaves while on board the slave ships?

- a. typhoid
- b. measles
- c. smallpox
- d. influenza

(Answer: c; page 42) [Factual]

37. Which of the following does not characterize doctors of slave ships at the time?

- a. Many collected African remedies to help with illnesses at sea.
- b. Since slavers wanted to keep as many slaves alive as possible, ships' doctors had an unusually sophisticated knowledge of medicine at the time.
- c. They were often given incentives for the number of slaves they kept alive on the voyage.
- d. They began to understand connections between health, hygiene and diet after about 1750.

(Answer: b; page 42) [Factual]

38. Which of the following was a difference between the lives and beliefs of the ships' crew and its human cargo?

- a. Crew and the slaves shared the same diet.

- b. The crews were far healthier, and immune from the epidemics of disease that swept the slave ships.
- c. The crews of ships rarely feared violence against their lives.
- d. African medicine was far more holistic than European medicine, and stressed the interconnectedness of mind, spirit and body.

(Answer: d; pages 42-43) [Conceptual]

39. Slave rebellions were a not uncommon experience on slave ships. Which of the following was not a common way for slaves to rebel or resist their imprisonment?
- a. by refusing to eat
 - b. by drowning themselves
 - c. organizing and carrying out bloody, violent rebellions
 - d. by stealing life boats and rowing back to shore prior to the ship leaving for the Americas.

(Answer: d; pages 43-44) [Factual]

40. What types of resistance did the enslaved Africans use while on the slave ships?

(Answer, pages 43-44) [Conceptual]

41. How did African women's experiences differ from African men's on board slave ships?
- a. Crews treated African women to better food, hoping to gain their trust and keep them from rebelling.
 - b. African women experienced sexual violence by the ships' crews. This high level of violence, and its psychological effects, may have led to their lessened sex drives once the women arrived in the Caribbean and Latin America.
 - c. African women generally were treated with more respect, since they could reproduce and therefore gain a higher price on the market.
 - d. African women were beaten frequently, as European men found their lack of "manners" disgusting.

(Answer: b; pages 46-47) [Conceptual]

Landing and Sale in the West Indies

42. Many slaves were sold once they reached the West Indies. What was typical of the sale process?
- a. Slavers allowed the slaves some time to rest and recuperate before sale.
 - b. Slavers adhered to a scrupulous code of ethics and refused to sell a sick or injured slave.
 - c. The sale process was very quick once the slaves reached the West Indies.
 - d. New owners were given detailed, written histories of their slaves, including medical information.

(Answer: a; pages 46-47) [Factual]

43. Sometimes slaves were sold at auctions; at other times, however, they were sold in the _____, where buyers rushed into a pen to rope or grab the slaves they wanted.

(Answer: scramble; page 47) [Factual]

Seasoning

44. Which of the following best describes “seasoning” for the newly arrived slaves?
- a. the process of becoming accustomed to and learning new skills for their lives in the Americas
 - b. the punishment process for rebellion by new slaves; new owners learned to be very harsh to teach new slaves a lesson quickly
 - c. being fattened up and prepared for sale
 - d. an identification process, involving the branding of newly arrived slaves, like cattle

(Answer: a; page 47) [Factual]

45. Which of the following is NOT true of Creoles or older Africans?
- a. They were considered less valuable than other Africans for many reasons.
 - b. They generally were more familiar with the European languages.
 - c. They had become accustomed to the diseases and new climate of the area.
 - d. Since whites were in the minority of the population, they could help train new arrivals.

(Answer: a; pages 47-48) [Conceptual]

46. Why were Creole slaves valued more than other slaves? How were their lives different from other slaves?

(Answer, page 47) [Conceptual]

47. How was work divided among the slaves during seasoning in the West Indies?
- a. Children worked alongside their parents, sharing work hours and tasks.
 - b. Masters generally split the slaves up into several gangs, with the strongest men doing the heaviest work, the older slaves and women doing weeding, and children assisting in light tasks.
 - c. Creoles never worked in the field, only in the masters’ house as domestic servants.
 - d. Many of the slaves were chosen for skilled tasks, like carpentry and bricklaying.

(Answer b; pages 47-48) [Factual]

48. What does the level of resistance tell you about Africans’ attitudes toward enslavement?

(Answer, pages 35-49) [Conceptual]

The End of the Journey: Masters and Slaves in the Americas

49. How did a planter decide if a slave had been “seasoned”?
- a. The slave began to plant African foods in the New World.
 - b. The slave began to speak Spanish, French or English perfectly.
 - c. The slave seemed psychologically stable, and did not participate in armed rebellion or suicide attempts.
 - d. The slave settled down, got married, and had children.

(Answer: c; page 49) [Factual]

50. Discuss the four factors for successful seasoning of slaves in the Americas. Why was each important?

(Answer, page 49) [Factual]

The Ending of the Atlantic Slave Trade

51. Which was not a reason why the British abolished the Atlantic slave trade in 1807?
- a. England's economy had become less dependent on plantation agriculture than before.
 - b. The English had begun to see the slave trade as being against their religious beliefs.
 - c. Many stories had been spread about the horrors of the middle passage and slavery.
 - d. The British had begun to believe that racism was scientifically incorrect, and should not be a part of their belief systems.

(Answer: d; pages 50-51) [Conceptual]

52. What was the international reaction to England's abolition of the slave trade?
- a. America abolished the slave trade only after the Civil War in 1965.
 - b. Spain and Brazil agreed with the British and stopped importing slaves completely at the same time.
 - c. The African kingdom of Guinea established a national day of celebration when the slave trade was abolished.
 - d. When many African nations began warring after the abolition, some European colonies had an excuse to establish colonies there.

(Answer: d; pages 50-51) [Factual]

53. What prompted the rise of English abolitionism? What effects did it have on the slave trade in general?

(Answer, page 50) [Conceptual]