Pre-Visit Activity #3
The Slave Trade

Background Information:
Mobile was a Southern port that imported slaves from 1721 until the last illegal slave ship smuggled slaves into Mobile Bay in 1860. The history of slavery in Mobile is detailed in our permanent exhibit, Old Days, New Ways: The Story of Mobile. The goal of this lesson is to familiarize your students with the origins of the Transatlantic Slave Trade.

Objectives:
After reading “The Slave Trade” handout, participating in a class discussion, and completing the map activities, students will be able to:
• Locate and identify West Africa.
• Label in the correct locations the names of tribal nations/cultural groups of West Africa.
• Understand that the continent of Africa has many different nations and cultures

The completion of this activity also supports the objectives of the Alabama Course of Study listed below.

Social Studies
4th Grade  #6 Identify cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

5th Grade  #6 Identify the impact of trade routes on emerging colonies in the Americas.

7th Grade  #4 Locate cultural hearths in Europe, Asia, and Africa on maps, globes, and satellite images.
           #5 Identify physical, economic, political, and cultural characteristics of selected regions in the Eastern Hemisphere, including Europe, Asia, and Africa.

8th Grade  #13 Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures.

9th Grade  #4 Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

Materials required:
Pencils, colored pencils or crayons or markers, rulers, copy of copies of the finished and unfinished outline maps of Africa for each student

The Lesson:
Hand out copies of “The Slave Trade” to students. Read aloud or have students take turns reading aloud. Have a discussion about what it would be like to be kidnapped, put on a ship for weeks in horrible conditions, and then forced to live out the rest of one’s life as a slave with other people whose languages and cultural traditions are not your own. Then have students complete the map activity by reading the directions and using the legend to write in the present day names of the nations of West Africa and then the tribal nation names from the list on the Africa. They will then color in the countries containing the tribe names.

A good follow up activity for students with library or internet access would be to divide the class into teams and assign each group a West African culture to research. Have them write down 6 facts or cultural traditions of each group. Then have the groups do short presentations about their cultural group.
The Slave Trade

The slave trade is also called the Atlantic slave trade, or Transatlantic slave trade because slaves were shipped across the Atlantic ocean to the Americas. The slave trade took place from the 1500s to the early 1800s.

Slavery has existed in Africa since the time of the ancient Egyptians. However, slavery in Africa was somewhat different than the type of slavery that went on in the Americas during the years of the slave trade. In Africa, prior to the slave trade, people could become enslaved during warfare, or by not being able to pay debts. You could usually earn your freedom through work, or become free after a certain number of months or years, or your family members could buy your freedom. In the Americas, most slaves were never allowed to earn their freedom, and many slaves died from being overworked.

Millions of Africans became slaves during the slave trade. This was not normal in Africa prior to this time period. Beginning in the 1500s, Europeans visiting the coast of West Africa began to purchase slaves from slave traders. Slavery soon became a big business for slave traders that went from kingdom to kingdom and nation to nation purchasing slaves. Men, women, and even children were captured or kidnapped and sold into slavery. They were then branded, chained, and sold to Europeans who shipped them across the ocean in the holds of slave ships. The conditions on board most of the slave ships were terrible, and the journey took 6 to 8 weeks. It is estimated that 1/5 of the Africans died on these voyages.

Most slaves were sent to the Caribbean islands and North and South America. Some were even sent to Europe. Once sold, many were put to work on plantations where they would farm sugar cane, coffee, cotton, cocoa or other agricultural crops. Some slaves were made to work in mines, or as servants, or craftspeople.

Enslaved Africans came from many different cultural groups in Africa. The names of just some of these groups in the West African region are: the Ashanti, the Benin, the Dahomey, the Oyo or Yoruba, the Ewe, the Ibo, and the Fon. Each group has a different language, different ways and traditions, and different beliefs. After the slaves arrived in the Americas, many lost some of their traditions, language and other things unique to their culture because they were forced to live among people whose language and cultural traditions they did not know.

The Slave Trade was outlawed by Great Britain in the early 1800s. This made it illegal for ships from Britain or any other country to take slaves from Africa. At this time in history, Great Britain had a very large Navy with many ships. They used these ships to patrol the coastline of Africa to make sure that ships leaving Africa were not carrying slaves. In spite of the patrols, many slave ships still smuggled slaves into the Americas until the mid-1800s.
Map Activity: The Slave Trade

Many slaves that came to the Americas were from the central region of West Africa. You are going to label that region on your unfinished map of Africa. Use the finished map of Africa to help you with this activity. On the unfinished map, write in the names of the following countries in black: Sierra Leone, Cote D’Ivoire, Ghana, Togo, Benin, Nigeria. Then write the name of the tribal nations below on the map in red. Use the list below as your key. Some countries have more than one tribal nation. When you are done writing, lightly color in the countries that you wrote names in.

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Tribal Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cote D’Ivoire</td>
<td>Ashanti</td>
</tr>
<tr>
<td>Ghana</td>
<td>Dahomey, Ewe</td>
</tr>
<tr>
<td>Togo</td>
<td>Dahomey, Ewe</td>
</tr>
<tr>
<td>Benin</td>
<td>Dahomey, Oyo or Yoruba, Ewe</td>
</tr>
<tr>
<td>Nigeria</td>
<td>Benin, Oyo or Yoruba, Ibo</td>
</tr>
</tbody>
</table>