# Slavery in the Atlantic World

Mr. Chávez

# Slavery

**What do you know?**

**What would you like to know?**

Students, write your response!

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T-and-O Map, Guntherus Ziner, 1472

**Oriens-** “East” (here shown as up); paradise was imagined to be utmost east

**Occident**—etymology comes from the word “occidio” means “fall down or pass away”; probably no coincidence if one believed the world was flat.

**Semptrio-** “north” etymology “seven, plow ox”

**Meridies-**“south”

**Occident** “west”—“Indias occidentales”

**Tripartite**—division of Asia; Africa; and Europa; Shem, Ham, Japheth the three sons of Noah.

# Curse on Canaan, Son of Ham
# Genesis 9:20-27

And he [Noah] drank of the wine, and was drunken; and he was uncovered within his tent.
And Ham, the father of Canaan, saw the nakedness of his father, and told his two brethren without.
And Shem and Japheth took a garment, and laid it upon both their shoulders, and went backward, and covered the nakedness of their father; and their faces were backward, and they saw not their father's nakedness.
And Noah awoke from his wine, and knew what his younger son had done unto him.

And he said, Cursed be Canaan; a servant of servants shall he be unto his brethren.

And he said, Blessed be the LORD God of Shem; and Canaan shall be his servant.

God shall enlarge Japheth, and he shall dwell in the tents of Shem; and Canaan shall be his servant.

Students browse: upload.wikimedia.org/wikipedia/commons/c/c0/Waldseemuller_map_2.jp...

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# Indigenous Slavery - Drawing from the *Florentine Codex*

Does it surprise you to know that Native Americans also practiced forms of slavery?

Students, write your response!

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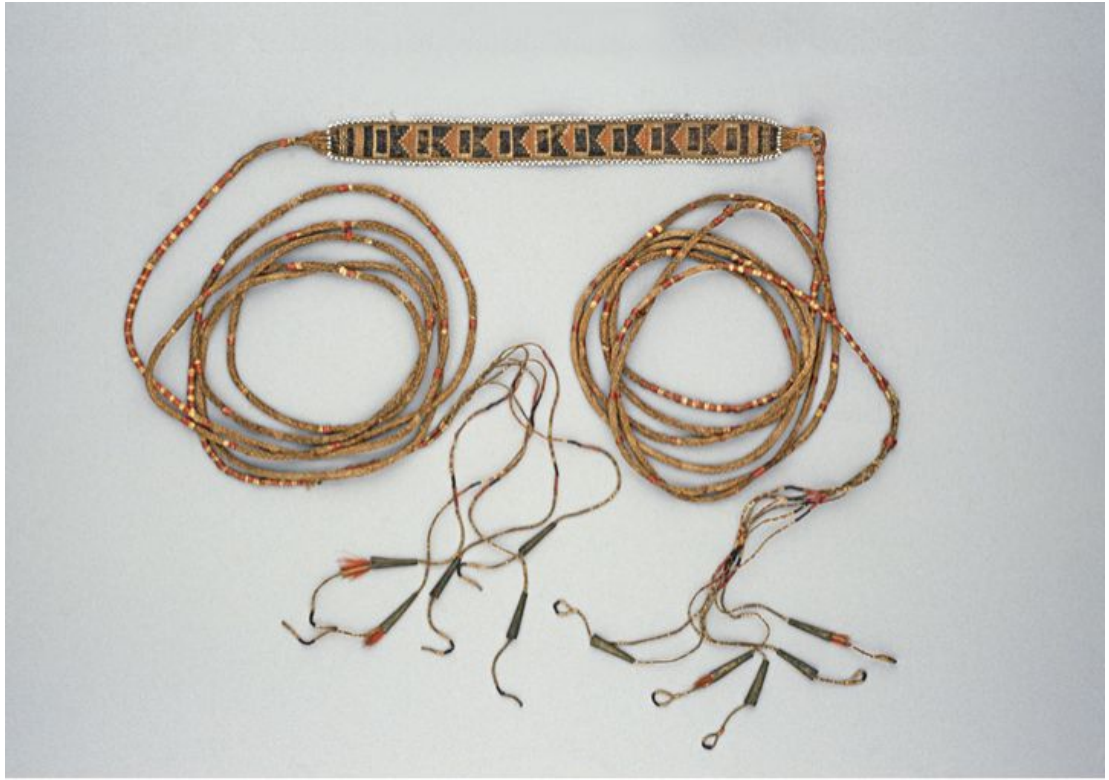

American Indian Slave Halter

Historian Andres Reséndez estimates that between Columbus's arrival in the Caribbean and the end of the nineteenth century, somewhere between 2.5 and 5 million Native Americans were forced into servitude of some sort.

What effect might this have had on the Native American population?

# Trans Atlantic Slave Trade

1525-1866: 12.5 million Africans shipped to the New World

Approximately 10.7 million survived

388,000 taken to colonies in present-day United States

Portuguese, British, French, Spanish, and Dutch were main Atlantic slave traders

How many died as a result of being transported to the New World?

Students, write your response!

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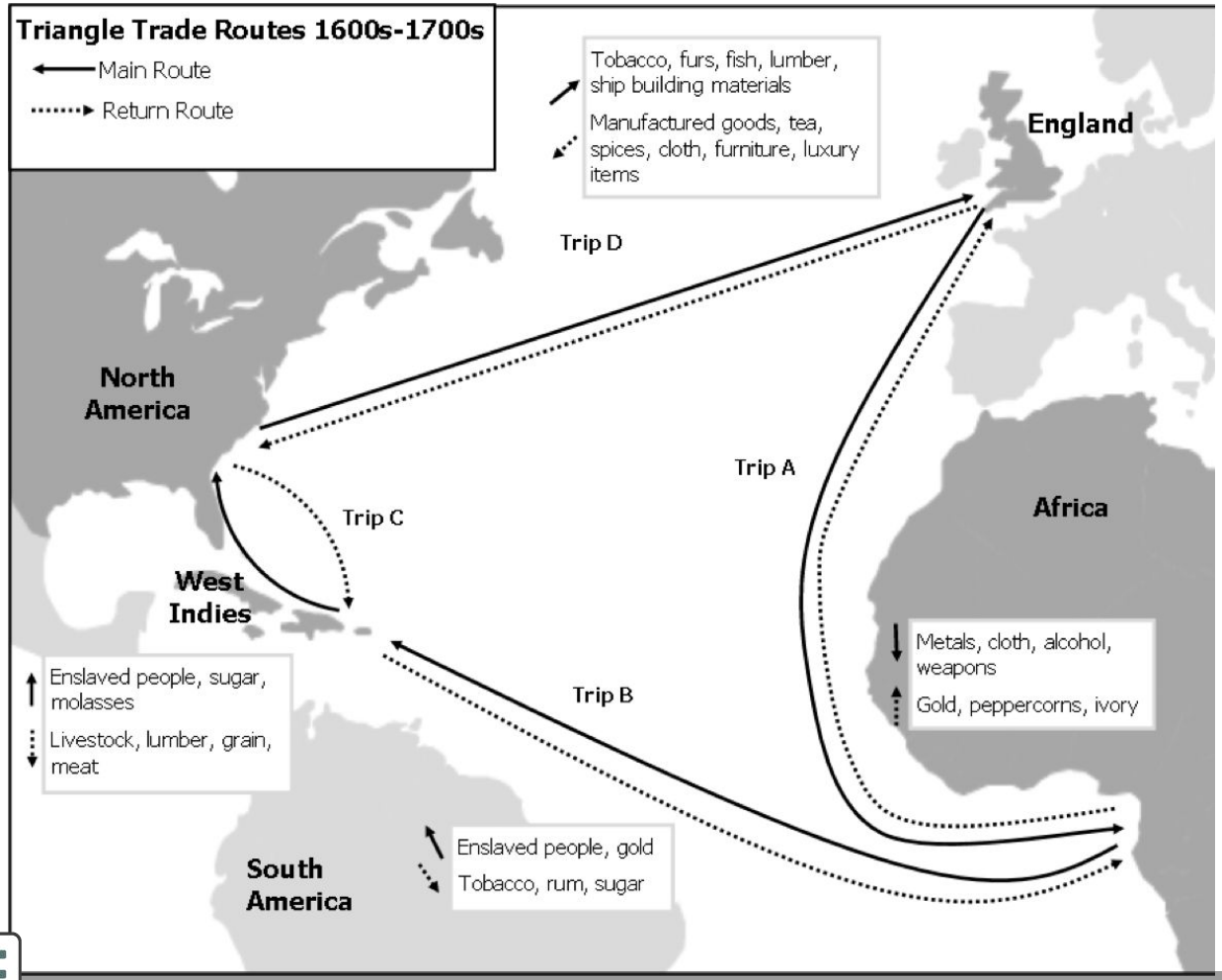


# Triangular Trade

What things were taken from Africa to the West Indies?

What about from North America to England?

Students, write your response!

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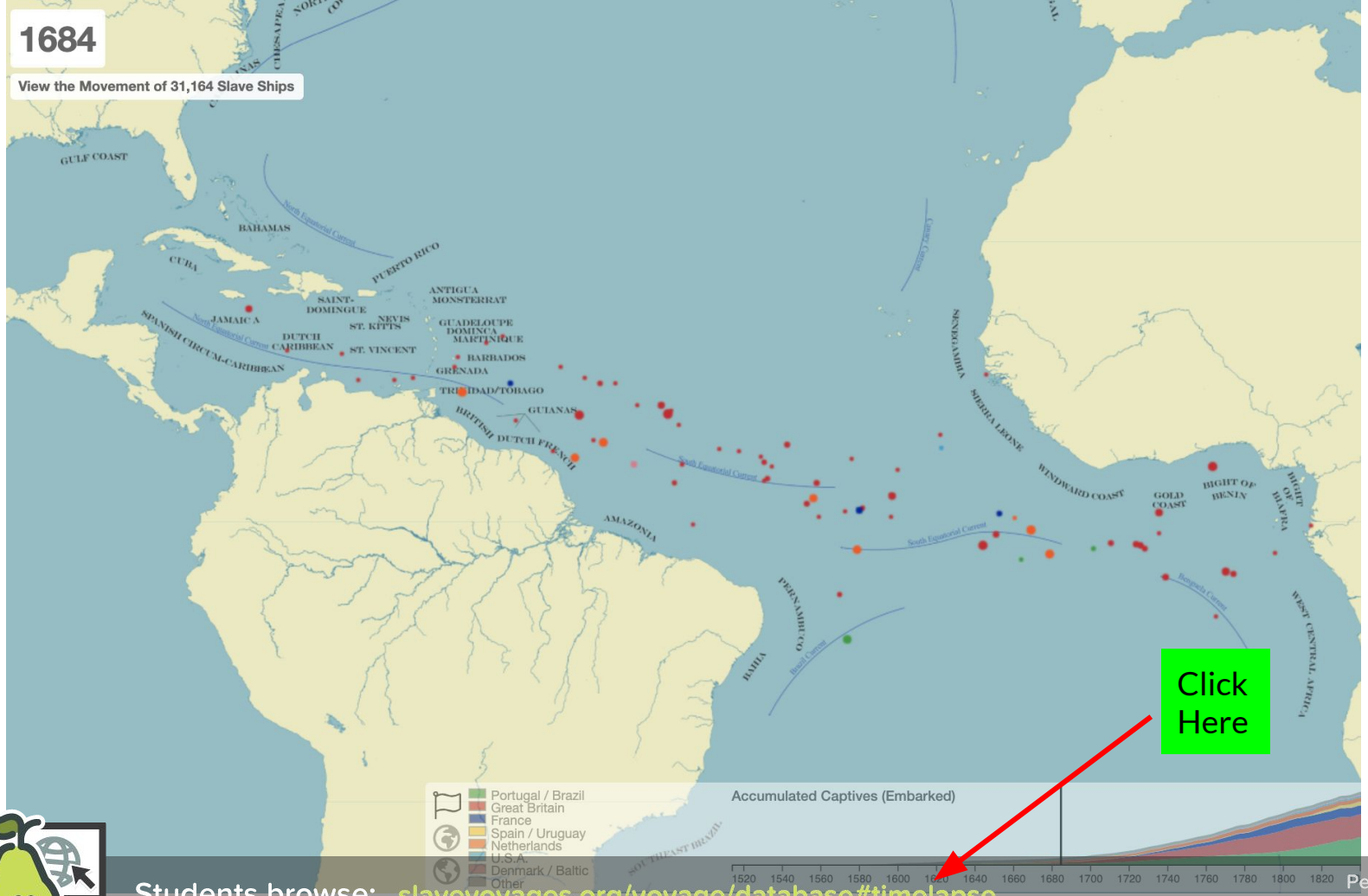
# Trans Atlantic Slave Trade Time Lapse




Click Here

Students browse: slavevoyages.org/voyage/database#timelapse

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# Trans Atlantic Slave Trade Time Lapse

What caught your attention about the Timelapse?

Which European powers dominated the slave trade? Why do you think that was?

What impact does this visualization of every documented slave ship have on our understanding of slavery?

Students, write your response!

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What do you notice about this slave ship?

Why do you think people were packed in the slave ship like that?

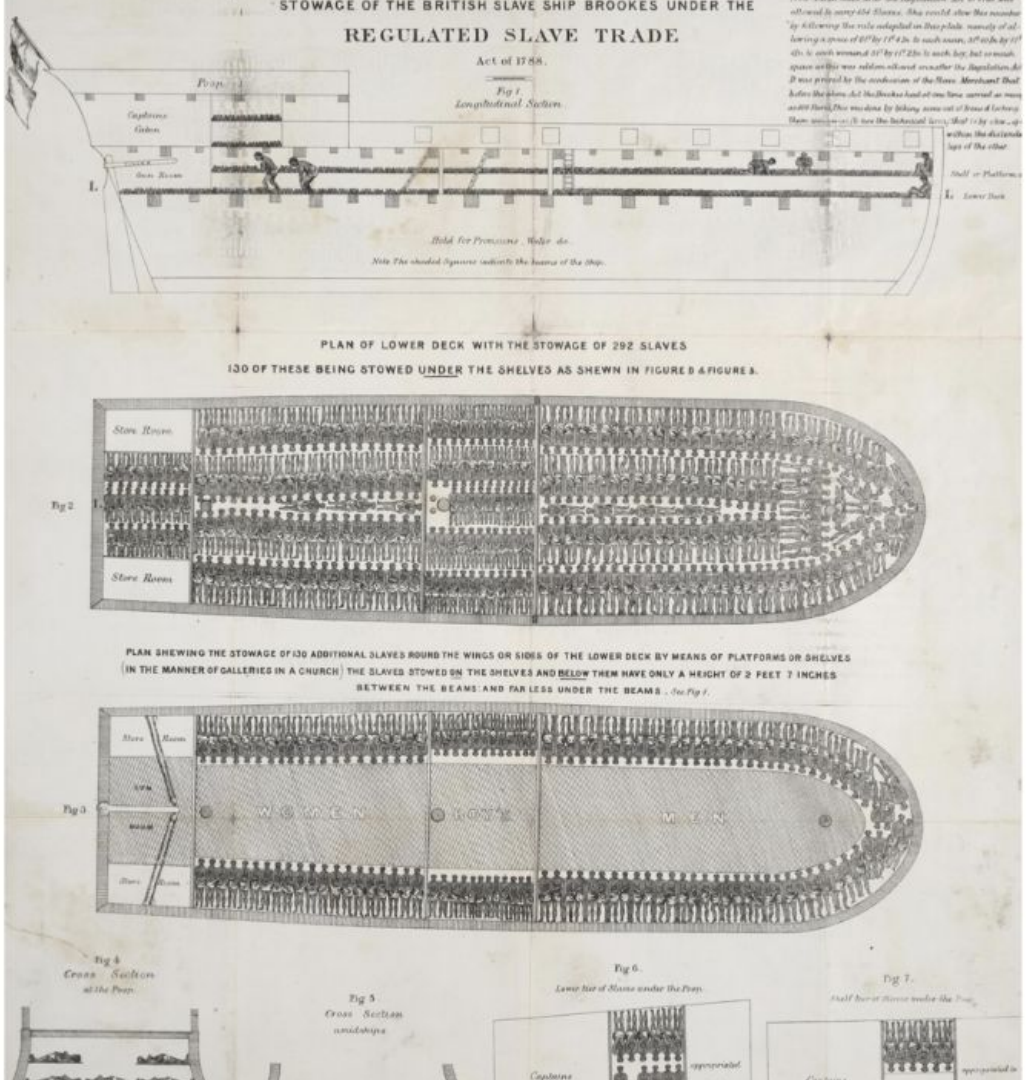


Diagram of a slave ship

Students, write your response!

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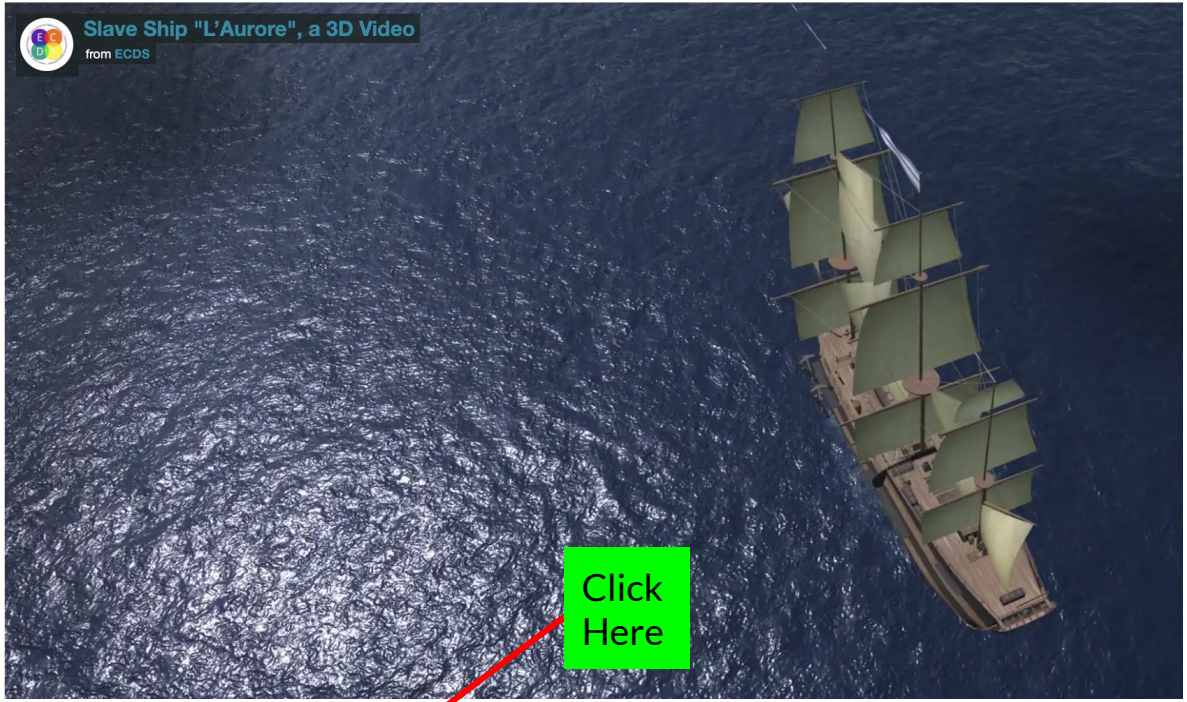
# Watch a Slave Ship in 3D Video

**Trans-Atlantic Slave Trade - Slave Ship in 3D video**

## Slave Ship in 3D Video

View a reconstruction of the slave vessel *L'Aurore* (Voyage ID: 32359).




Students browse: slavevoyages.org/voyage/ship#-slave-

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# Slave Ship in 3D Video

1. What are some of the things that caught your attention in the video? Explain.

2. Why do you think 2 million of the slaves died crossing the Atlantic Ocean?

3. Who do you think complained or raised concerns about the slave trade?

Students, write your response!

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"manillas" or "slave-money"

What do these objects tell us about the history of slavery?

Click Here

Students, write your response!

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# *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vasa, The African Written by Himself.* (1789)

What do you think Equiano is going to say about slavery?

Why do you think he wrote this book?

Students, write your response!

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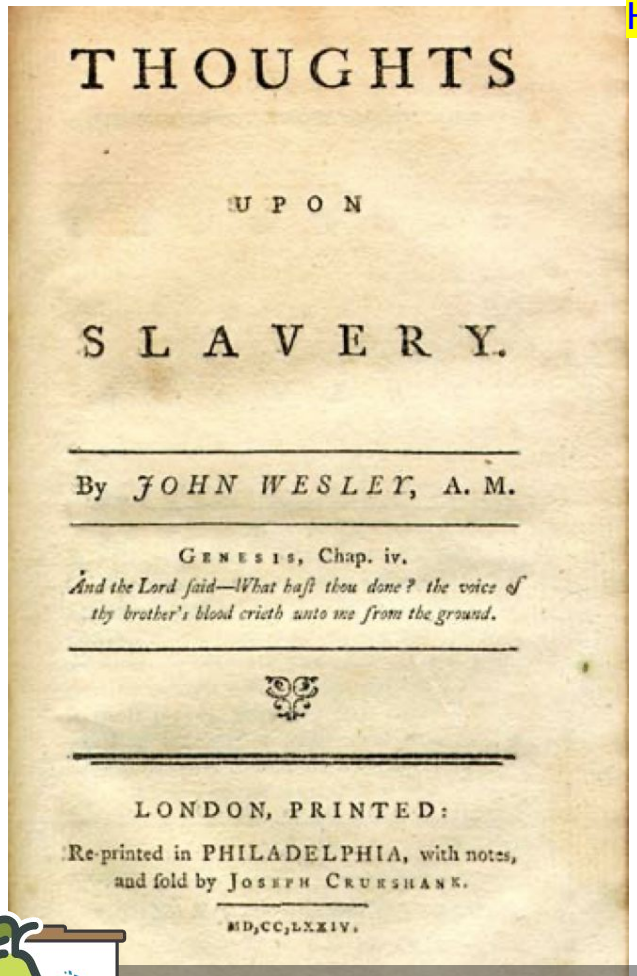

THOUGHTS

UPON

SLAVERY.

By JOHN WESLEY, A. M.

GENESIS, Chap. iv.

*And the Lord said—What hast thou done? the voice of thy brother's blood crieth unto me from the ground.*

LONDON, PRINTED:

Re-printed in PHILADELPHIA, with notes, and sold by JOSEPH CRUKSHANK.

MDCCLXXIV.

Highlight any part that stands out as he refutes common arguments for slavery

"1. Did Sir John Hawkins, and many others, seize upon men, women and children, who were at peace in their own fields or houses, merely to save them from death? 2. Was it to save them from death, that they knock'd out the brains of those they could not bring away? 3. Who occasioned and fomented those wars, wherein these poor creatures were taken prisoners? Who excited them by money, by drink, by every possible means, to fall upon one another? Was it not themselves? They know in their own conscience it was, if they have any conscience left. But 4. To bring the matter to a short issue. Can they say before GOD, That they ever took a single voyage, or bought a single negro from this motive? They cannot. They well know, to get money, not to save lives, was the whole and sole spring of their motions. But if this manner of Procuring and treating negroes is not consistent either with mercy or justice, yet there is a plea for it which every man of business will acknowledge to be quite sufficient. Fifty years ago, one meeting an eminent statesman in the lobby of the house of commons, said, "You have been long talking about justice and equity. Pray which is this bill? Equity or justice?" He answered, very short, and plain, "D--n justice: It is necessity." Here also the slave-holder fixes his foot: Here he rests the strength of his cause. "If it is not quite right, yet it must be so: There is an absolute necessity for it. It is necessary we should procure slaves: And when we have procured them, it is necessary to use them with severity, considering their stupidity, stubbornness and

Students, draw anywhere on this slide!

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1. Put a STAR on Portugal. Label the star “DEPARTURE of SHIPS”; 2. Draw an arrow from Portugal to Nigeria (remember, this is a ship’s voyage so your line should not cross land! Label the arrow “Manufactured goods brought to Africa”; 3. Put a STAR on Nigeria and label it “SLAVES CAPTURED and traded for EUROPEAN PRODUCTS”; 4. Draw an arrow across the Atlantic Ocean from West Africa to the Hispaniola (today it’s the Dominican Republic and Haiti)in the Caribbean and label it “MIDDLE PASSAGE”; 5. Label Hispaniola “SLAVES SOLD and COLONIAL PRODUCTS LOADED on SHIPS”; 6. Draw an arrow from Hispaniola back to Portugal; 7. Label the arrow “Raw materials from the Caribbean to Europe for sale”.

Students, draw anywhere on this slide!

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