

1 **Source A: From: The Americans**
2 **McDougal Littell (2007)**
3 **Chapter Three: The Colonies Come of Age**
4 **Section 2: The Agricultural South (pages 75-76)**

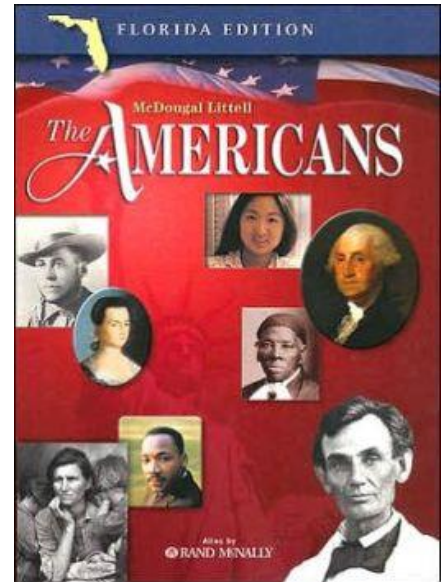
5
6 *The European Slave Trade*

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8 Before the English began the large-scale importation of African slaves to
9 their colonies on the American mainland, Africans had been laboring as
10 slaves for years in the West Indies. During the late 1600s, English planters
11 in Jamaica and Barbados imported tens of thousands of African slaves to
12 work on their sugar plantations. By 1690, the African population on
13 Barbados was about 60,000- three times the white population.

14 During the 17th century, Africans had become part of a transatlantic trading network described as the
15 **triangular trade**. This term referred to a three-way trading process: merchants could carry rum and other goods
16 from New England to Africa; in Africa they traded their merchandise for enslaved people, whom they
17 transported to the West Indies and sold for sugar and molasses; these goods were then shipped to New England
18 to be distilled in rum. The “triangular” trade, in fact, encompassed a network of trade routes criss-crossing the
19 Northern and Southern colonies, the West Indies, England, Europe, and Africa. The network carried an array of
20 traded goods, from furs and fruit to tar and tobacco, as well as African people.

Questions:

1. What was the primary reason for the European Slave trade?
2. In what part of the Americas were Africans first enslaved?
3. Create a simple diagram showing the triangular trade.
4. What goods were traded through the triangular trade?



Source B: From the Perspective of the King of WHYDAH (c. 1726).

21 The tiny kingdom of Whydah functioned mainly as a terminus for trade routes that came from the
22 interior. The slaves who were sold in Whydah did not come from Whydah itself.... The European slave
23 traders played a central role in the coronation ceremony of King Huffon. Representatives of the
24 European trading companies were present at the meeting at which Huffon was chosen King. After
25 Huffon was installed as the King of Whydah, the European trading firms competed for his favor. The
26 English presented him with a crown. And the French countered by giving him the entire cargoes of two
27 ships. The ornate Louis XIV style came later... One reason the King allowed Whydah to be used as a
28 major terminus of the slave trade routes was the revenue he received from the trade. He received a
29 thousand cowrie shells for each slave that was sold in his kingdom and customs payments from
30 European slave ships.

Questions:

1. When was this text written? Who is the author?
2. What clues are provided in the text for where Whydah is located?
3. What different groups and individuals are involved in the slave trade?
4. In what ways is the slave trade justified in this text?
5. Who has power in this text? How do you know this?
6. What specifically do you learn about slaves in this text?
7. How does this text complicate your understanding of the slave trade based on the textbook source?

Source C: On Justifying the Slave Trade (Gerard Mellier [1731])

31 The slave trade was absolutely necessary for the cultivation of sugar, tobacco, cotton, indigo, and other
32 products that were exported from the Caribbean to France. The authority to carry on the slave trade
33 came from the King of France himself and the slave trade would not have been authorized except for
34 the indispensable need that we have for services in the colonies... The slave traders were rescuing the
35 slaves from error and idolatry to bring them to a place where they could be baptized and instructed in
36 the Catholic religion.... In the land of Negritie, the people are so numerous that it would be difficult for
37 them to maintain a substance were it not for the fact that each year the slave trade carries away a
38 portion of the inhabitants.... These people accustomed to make war on each other, would kill their
39 prisoners of war were it not for the fact that they must spare their lives in order to sell or exchange
40 them for the merchandise that we bring to our ships." (Gerard Mellier [c.1731])

Questions:

1. When is this account of the slave trade taken?
2. What trade route is being described in this text?
3. What types of evidence does Mellier use to justify the slave trade?
4. According to Mellier, what kind of benefit does the slave trade offer the "inhabitants" of "Negritie?"
5. Explain the overriding principle in the author's reasoning.
6. How does this account of the slave trade expand your knowledge based on the textbook?

Source D: “De Majorem Dei Glorium Virginis Q Maria” (The Journal of Robert Durand, [c.1731])

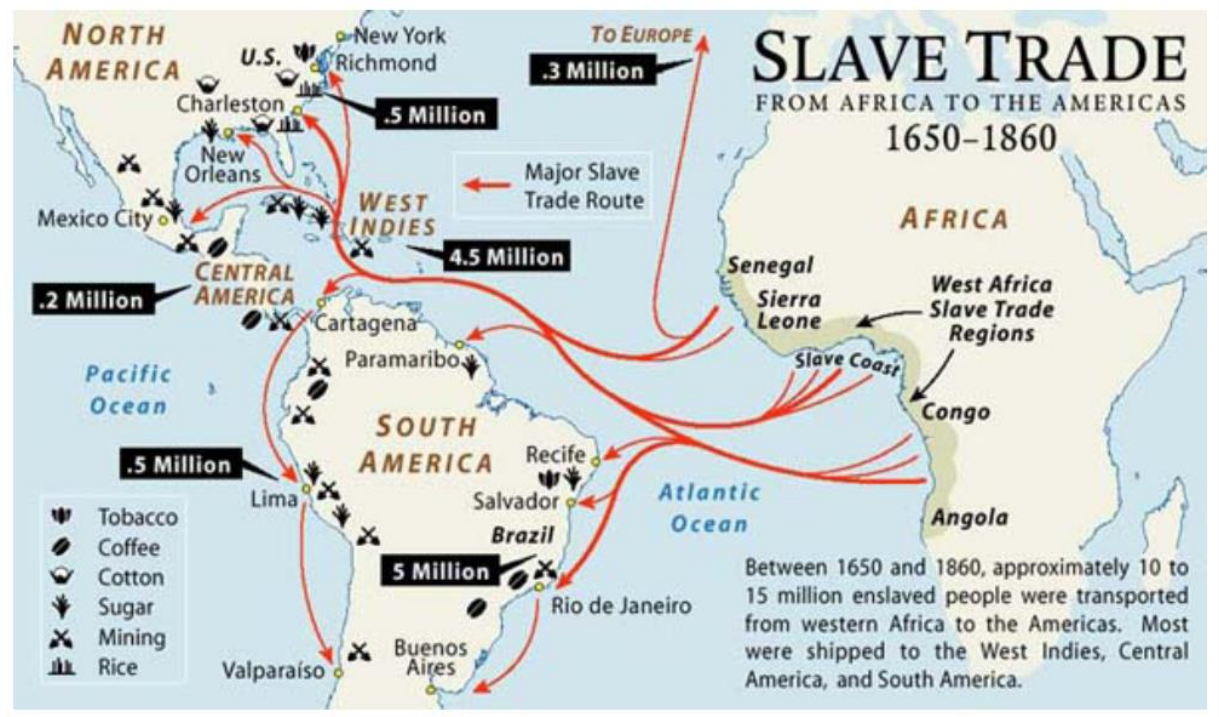
41 (To the greater glory of God and the Virgin Mary)

42 “With the help of God, we are undertaking to go from Vannes, whence we are no outfitted to the coast
43 of Guinea in the ship *The Diligent* belonging to the brothers Billy and Mr. La Croix, our outfitters and
44 thence to Martinique to see our blacks and make our return to Vannes.”

Questions:

1. When was this account of the slave trade written?
2. What is the primary goal of this particular voyage?
3. Explain the connection between the “greater glory of God” and the explanation of where *The Diligent* is going?
4. How does this document complicate your knowledge of the slave trade based on the textbook?

Source E: The Slave Trade, From Africa to the Americas 1650-1850

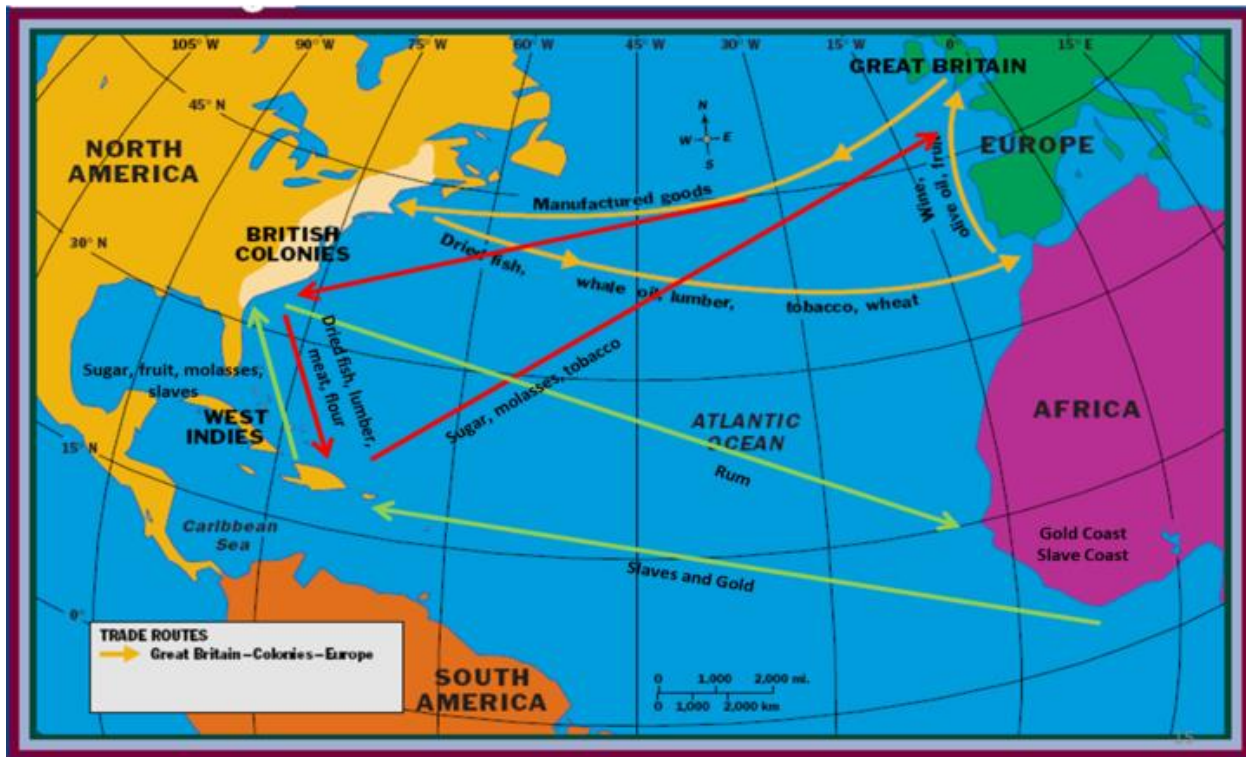


Questions:

1. What kind of document is this?
2. Where were the slaves coming from (be specific)?
3. Where were they going?
4. How many enslaved people were transported from Africa to the Americas between 1650-1860?
5. What were the predominant types of labor enslaved people did in:
 - a. The present day United States: _____
 - b. Present day Mexico: _____
 - c. Central America: _____
 - d. South America: _____
6. According to the source, where were most enslaved people shipped?
7. How does this map expand your understanding of the slave trade?

Source F: The Triangular Trade (1730)

Triangular Trade Routes 1730



Questions:

1. What continents are involved in the triangular trade?
2. Describe the trade being represented in this map.
3. In what ways are the maps connected? Why?
4. In what ways are the maps different from each other?
5. Although the triangular trade is mentioned in the text book source, how does this map expand your understanding of it?

Writing Task

Argumentative Prompt: Make a claim that the textbook is missing three essential ideas concerning the European Slave Trade in the 17th and 18th Centuries. Use at least three of the five sources (B-E) and site evidence and explain (reasoning) why each new detail is important to a more comprehensive understanding of The European Slave Trade. After each piece of evidence used place the document letter in parentheses. To fully elaborate upon your claim, you will need to write between one half and one page (200-400 words).

Informational Prompt: Rewrite the section “The European Slave Trade” from your textbook to include a more comprehensive representation of the European Slave Trade. Include evidence from each of the sources (B-E) to show a more wide-ranging understanding of the European Slave Trade. Organize your ideas and use transition words that guide the reader through the new textbook section seamlessly. After each piece of evidence used place the document letter in parentheses. Your paper should be between one half and one page (200-400 words).