

## Chapter 02: Middle Passage

### Multiple Choice Questions

- 1) Which European country took the lead in the exploration and colonization of Africa, Asia, and the Americas in the early 1400s?
- A) Portugal
  - B) France
  - C) England
  - D) Switzerland

**Answer:** A

**Learning Objective:** 2.1

**Page Ref:** 23

**A-head:** The European Age of Exploration and Colonization

**Skill Level:** Remember the Facts

- 2) Which accomplishment did the Portuguese achieve before other European nations?
- A) rounding the Cape of Good Hope
  - B) sailing around Alaska
  - C) the discovery of the New World
  - D) reaching Antarctica

**Answer:** C

**Learning Objective:** 2.1

**Page Ref:** 23

**A-head:** The European Age of Exploration and Colonization

**Skill Level:** Remember the Facts

- 3) Why did Europeans need labor from Africa for their colonies in the Americas?
- A) Native Americans quickly began to die in huge numbers from European diseases.
  - B) Native Americans refused to be captured or work as slaves in fields or mines.
  - C) Europeans avoided Native American people and did not seek their labor.
  - D) Native Americans relocated to Europe for survival.

**Answer:** A

**Learning Objective:** 2.1

**Page Ref:** 23

**A-head:** The European Age of Exploration and Colonization

**Skill Level:** Understand the Concepts

- 4) Which of the following is an example of the accomplishments of Christopher Columbus in the late 1400s?
- A) Columbus reached India and Japan.
  - B) Columbus successfully sailed east to reach China.
  - C) Columbus proved that the earth was much smaller than its actual size.

- D) Columbus made navigation mistakes that led to his accidental landfall in the Americas.

**Answer: D**

**Learning Objective: 2.1**

**Page Ref: 23**

**A-head: The European Age of Exploration and Colonization**

**Skill Level: Apply What You Know**

- 5) Which of the following groups conducted the Islamic slave trade?

- A) Chinese sailors
- B) English farmers
- C) Sudanese horsemen
- D) Russian soldiers

**Answer: C**

**Learning Objective: 2.2**

**Page Ref: 23**

**A-head: The Slave Trade in Africa**

**Skill Level: Remember the Facts**

- 6) 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 were as harsh as the European version in the Americas.

**Answer: B**

**Learning Objective: 2.2**

**Page Ref: 23**

**A-head: The Slave Trade in Africa**

**Skill Level: Understand the Concepts**

- 7) Examine the late-sixteenth/early-seventeenth century Benin bronze relief sculpture shown in Chapter 2.2. What aspects of the image indicate that the individuals are European?

- A) European livestock is shown in the image.
- B) European cities are shown in the image.
- C) European clothing styles are depicted in the image.
- D) European languages are shown in the image.

**Answer: C**

**Learning Objective: 2.2**

**Page Ref: 25**

**A-head: The Slave Trade in Africa**

**Skill Level: Apply What You Know**

- 8) Examine Figure 2-1 and compare the sixteenth and seventeenth centuries in the number of West African slaves shipped to the Americas. Which of the following statements is true?
- A) The number of African slave exports declined from the 1500s through the 1700s.
  - B) The peak amount of African slave exports occurred in 1600.
  - C) African slaves from the Western Coast represented the greatest share of exports in 1700.
  - D) Approximately 37,000 African slaves were imported to the Americas in 1700.

**Answer: D**

**Learning Objective: 2.2**

**Page Ref: 24**

**A-head: The Slave Trade in Africa**

**Skill Level: Apply What You Know**

- 9) Examine Figure 2-1 and compare the sixteenth and seventeenth centuries in the number of West African slaves shipped to the Americas. Which of the following statements is true?
- A) The number of African slave exports declined from the 1500s through the 1700s.
  - B) The peak amount of African slave exports occurred in 1600.
  - C) African slaves from the Western Coast represented the greatest share of exports in 1700.
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**Answer: D**

**Learning Objective: 2.2**

**Page Ref: 24**

**A-head: The Slave Trade in Africa**

**Skill Level: Apply What You Know**

- 10) 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**

**Learning Objective: 2.3**

**Page Ref: 25**

**A-head: The Origins of the Atlantic Slave Trade**

**Skill Level: Remember the Facts**

- 11) After arriving off the Guinea Coast, Portuguese captains traded with African leaders for which of the following items?

- A) jade
- B) hemp
- C) ivory
- D) salt

**Answer: C**

**Learning Objective: 2.3**

**Page Ref: 24**

**A-head: The Slave Trade in Africa**

**Skill Level: Remember the Facts**

- 12) How did the early Europeans usually obtain their supply of African slaves?
- A) They raided along the west coast of Africa, forcibly capturing large families.
  - B) Arabs brought slaves up to the coastal cities in Europe and Europeans bought them.
  - 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, primarily in West Africa.

**Answer: D**

**Learning Objective: 2.3**

**Page Ref: 25**

**A-head: The Origins of the Atlantic Slave Trade**

**Skill Level: Understand the Concepts**

- 13) In what form did the Portuguese use captured slaves until the early sixteenth century?
- A) as domestic servants
  - B) as labor in the sugar cane fields of North America
  - C) as soldiers in some of the Europeans' wars of the era
  - D) as teachers of African culture and language for wealthy, young Portuguese children

**Answer: A**

**Learning Objective: 2.3**

**Page Ref: 25**

**A-head: The Origins of the Atlantic Slave Trade**

**Skill Level: Understand the Concepts**

- 14) Why did Africans enslave other Africans and sell them to Europeans?
- A) Africans viewed other Africans in terms of racial solidarity and wanted to help them.
  - B) Warfare among African tribes led to selling defeated tribes to make money and to get rid of opponents.
  - C) African leaders were forced by their own people under threat of annihilation to sell other Africans to the Europeans.
  - D) Africans wanted to move to Europe and create colonies.

**Answer: B**

**Learning Objective: 2.3**

**Page Ref: 25**

**A-head:** The Origins of the Atlantic Slave Trade

**Skill Level:** Analyze It

- 15) Which nation ended Spanish and Portuguese domination of the slave trade in the early-seventeenth century?
- A) Holland
  - B) England
  - C) France
  - D) Germany

**Answer:** A

**Learning Objective:** 2.4

**Page Ref:** 27

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Remember the Facts

- 16) In what century did the Atlantic slave trade reach similar proportions to the Muslim trans-Saharan slave trade?
- A) 1600s
  - B) 1700s
  - C) 1800s
  - D) 1900s

**Answer:** A

**Learning Objective:** 2.4

**Page Ref:** 26

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Understand the Concepts

- 17) Which of the following statements best describes the triangular trade system produced by the Atlantic slave trade?
- A) one part of the system entailed traders carrying African goods to Europe in exchange for slaves, ivory, precious gemstones, and art works
  - B) the middle part of the trade included traders carrying African slaves to the West Indies and exchanging slaves for sugar
  - C) Sugar was exported to Australia on the third leg of the triangle
  - D) White Americans from Britain's New England colonies were not involved in the trade.

**Answer:** B

**Learning Objective:** 2.4

**Page Ref:** 27-28

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Apply What You Know

- 18) Why did the British want to take over the slave trade in the late-seventeenth century?
- A) Their ongoing war with France demanded a supply of soldiers.

- B) They needed labor for tobacco and sugar cultivation in North America and the Caribbean.
- C) The availability of Native American labor was dwindling.
- D) They had begun to establish cotton plantations in Brazil and needed labor.

**Answer: B**

**Learning Objective: 2.4**

**Page Ref: 27**

**A-head: Growth of the Atlantic Slave Trade**

**Skill Level: Analyze It**

- 19) Examine the eighteenth-century print of Luanda that appears in Chapter 2. What aspects of the Atlantic slave trade surface in the image?
- A) The city possesses a harbor.
  - B) African people are shown at work in the image.
  - C) European kings line the streets of the city in royal procession.
  - D) European armies fight in the distance over the slave trade.

**Answer: D**

**Learning Objective: 2.4**

**Page Ref: 27**

**A-head: Growth of the Atlantic Slave Trade**

**Skill Level: Analyze It**

- 20) What steps did the Europeans take to reduce the risk of rebellion at the slave factories in Africa?
- A) Slaves were kept drugged.
  - B) Families and ethnic groups were separated.
  - C) Men and women were confined in the same rooms.
  - D) Europeans did not really have to take many steps, as the completely overwhelmed Africans often submitted to the process.

**Answer: B**

**Learning Objective: 2.5**

**Page Ref: 30**

**A-head: The African-American Ordeal from Capture to Destination**

**Skill Level: Remember the Facts**

- 21) Which of the following was true of African health care aboard slave ships?
- A) Some physicians aboard slave ships were frauds.
  - B) Generally, ship doctors used a primitive form of inoculation to prevent the worst diseases.
  - C) Slave ships had adequate and highly sanitary ways of disposing of human waste.
  - D) Slavers allowed their captives to avoid eating food.

**Answer: B**

**Learning Objective: 2.5**

**Page Ref: 33**

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

22) Which of the following diseases vied with dysentery to kill the most slaves while aboard slave ships?

- A) typhoid
- B) measles
- C) smallpox
- D) influenza

**Answer:** C

**Learning Objective:** 2.5

**Page Ref:** 33

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

23) Which of the following is true about the use of medical remedies by doctors aboard slave ships?

- A) Many collected African herbs and foods along the Guinea Coast to help treat 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) Doctors lacked any medicine to keep slaves alive on the voyage.
- D) Doctors relied upon Russian cures to keep slaves alive.

**Answer:** A

**Learning Objective:** 2.5

**Page Ref:** 34

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

24) Regarding provisions on slave ships, which of the following was eaten by a slave ship's crew?

- A) caviar
- B) yams
- C) cheese
- D) rice

**Answer:** C

**Learning Objective:** 2.5

**Page Ref:** 33

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

25) Grog, the favorite drink of European sailors in the Atlantic slave trade, was a mixture of which of the following items?

- A) wine and beer

- B) water and rum
- C) whiskey and milk
- D) fruit juice and water

**Answer: B**

**Learning Objective: 2.5**

**Page Ref: 33**

**A-head: The African-American Ordeal from Capture to Destination**

**Skill Level: Understand the Concepts**

- 26) How would an African most likely 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 that frequently sold children to make money.

**Answer: C**

**Learning Objective: 2.5**

**Page Ref: 30**

**A-head: The African-American Ordeal from Capture to Destination**

**Skill Level: Understand the Concepts**

- 27) According to the *Voices* excerpt titled "The Journal of a Dutch Slaver," what were the major challenges experienced by the Dutch slaver?
- A) Native Americans attacked the vessel.
  - B) Too much food was given to the African slaves aboard the ship, leading to illness.
  - C) Pirates raided the West African slaves at the end of the journey
  - D) The ship's surgeon died of dysentery.

**Answer: D**

**Learning Objective: 2.5**

**Page Ref: 35**

**A-head: The African-American Ordeal from Capture to Destination**

**Skill Level: Understand the Concepts**

- 28) Which of the following was a common way for slaves to rebel or resist their imprisonment while at sea?
- A) stealing life boats and rowing back to Africa
  - B) bribing the European crew with money
  - C) attacking other African slaves
  - D) refusing to eat

**Answer: D**

**Learning Objective: 2.5**

**Page Ref: 34**

**A-head: The African-American Ordeal from Capture to Destination**



**Skill Level:** Understand the Concepts

29) The account of Dr. Alexander Falconbridge in the second *Voices* section of the textbook discusses which of the following diseases as the primary problem for African slaves aboard slave ships?

- A) sea sickness
- B) measles
- C) influenza
- D) dysentery

**Answer:** D

**Learning Objective:** 2.5

**Page Ref:** 37

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Understand the Concepts

30) Which of the following statements best describes the slave ship *Brookes*?

- A) The *Brookes* was an exceptionally small ship for its time.
- B) The *Brookes* sailed from Paris, France, in the late 1700s.
- C) The *Brookes* weighed 300 tons.
- D) The *Brookes* lacked the capacity to pack slaves tightly together below decks.

**Answer:** C

**Learning Objective:** 2.5

**Page Ref:** 31

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Understand the Concepts

31) What was a common characteristic of a typical slave ship?

- A) Slaves were separated by class position to prevent rebellion.
- B) Slave captains packed their ships as tightly as possible to maximize profit.
- C) Mortality rates were very low due to the presence of many Africans.
- D) Slave ships were generally poorly constructed, and were more likely to fall apart at sea.

**Answer:** B

**Learning Objective:** 2.5

**Page Ref:** 31

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Understand the Concepts

32) What is the connection between piracy and the Atlantic slave trade?

- A) As the Atlantic slave trade increased, piracy increased in the Caribbean.
- B) As the Atlantic slave trade increased, piracy slowed in the Caribbean.
- C) As the Atlantic slave trade increased, piracy remained the same in the Caribbean.
- D) As the Atlantic slave trade increased, piracy disappeared entirely in the Caribbean.

**Answer:** A

**Learning Objective:** 2.5

**Page Ref:** 31

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 33) What is the relationship between bathroom facilities and slave ships?
- A) Three or four toilet tubs were provided below decks for the slaves to use during the Middle Passage.
  - B) Children had a relatively easy time of using the tubs due to adult assistance.
  - C) Africans who could not physically use the toilet were assisted by the ship's crew.
  - D) No major diseases surfaced from the bathroom facility arrangement.

**Answer:** A

**Learning Objective:** 2.5

**Page Ref:** 33

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 34) What does the story of John Newton, a British slave-ship captain, indicate about the Atlantic slave trade?
- A) Christians did not participate in the Atlantic slave trade.
  - B) Christians loved African people.
  - C) Ships' captains filled their ships with slaves quickly, usually in one stop at an African trading center.
  - D) Christians could be cruel, harsh slavers.

**Answer:** D

**Learning Objective:** 2.5

**Page Ref:** 33

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 35) Examine the nineteenth-century engraving on page 33 of the textbook. What clues emerge that reveal the interior stage of the Atlantic slave trade?
- A) A coastal factory is shown on the ocean horizon.
  - B) Africans are shown chained together marching through grasslands.
  - C) Europeans are shown buying African slaves from other Africans.
  - D) Africans are shown on board a slave ship.

**Answer:** B

**Learning Objective:** 2.5

**Page Ref:** 30

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Analyze It

36) Take a closer look at the plan of the British slave ship *Brookes* shown in Chapter 2. Which of the following statements best demonstrates the use of control by the ship's crew as revealed in the image of the *Brookes*?

- A) Africans are shown walking about the ship.
- B) Africans are shown to have ample room in which to situate themselves.
- C) The slave ship appears tightly packed with Africans.
- D) Africans are shown negotiating for their own purchase price.

**Answer:** C

**Learning Objective:** 2.5

**Page Ref:** 32

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Analyze It

37) How did African women's experiences differ from African men's experiences on slave ships?

- A) Crews isolated African women in separate slave ships.
- B) African women experienced sexual violence from the crew.
- C) African women controlled African men during the Middle Passage.
- D) African women were spared psychological and physical punishment.

**Answer:** B

**Learning Objective:** 2.5

**Page Ref:** 36

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Analyze It

38) French slave traders rested their slave passengers on which of the following Caribbean islands?

- A) Barbados
- B) Martinique
- C) Cuba
- D) Aruba

**Answer:** B

**Learning Objective:** 2.6

**Page Ref:** 38

**A-head:** Landing and Sale in the West Indies

**Skill Level:** Remember the Facts

39) What was typical of the slave-selling process in the West Indies?

- 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 accurate medical information.

**Answer: A**

**Learning Objective: 2.6**

**Page Ref: 37-38**

**A-head: Landing and Sale in the West Indies**

**Skill Level: Remember the Facts**

- 40) How did “the scramble” operate aboard slave ships?
- A) The captain allowed the buyer to set the price of a slave.
  - B) The captain set standard prices and then allowed the buyers to grab their slaves.
  - C) The captain allowed African slaves to determine their own purchase price and bargain with the potential buyer.
  - D) The captain transferred the slaves to a third-party for official sale.

**Answer: B**

**Learning Objective: 2.6**

**Page Ref: 38**

**A-head: Landing and Sale in the West Indies**

**Skill Level: Understand the Concepts**

- 41) The time period of “seasoning” a slave in the Americas lasted no more than how many years?
- A) 8 years
  - B) 6 years
  - C) 4 years
  - D) 2 years

**Answer: D**

**Learning Objective: 2.7**

**Page Ref: 39**

**A-head: Seasoning**

**Skill Level: Remember the Facts**

- 42) How was work divided among slaves during the seasoning process in the West Indies?
- A) Children worked alongside their parents, sharing work hours and tasks.
  - B) Masters generally divided the slaves into several gangs.
  - C) Creoles never worked in the fields.
  - D) Most of the slaves were chosen for skilled tasks, such as carpentry and bricklaying.

**Answer: B**

**Learning Objective: 2.7**

**Page Ref: 39**

**A-head: Seasoning**

**Skill Level: Understand the Concepts**

- 43) How were the lives of Creole slaves different from other slaves?
- A) Creoles were generally more familiar with European languages.

- B) Creoles never became accustomed to the diseases and new climate of North America.
- C) Creoles refused to help train new arrivals.
- D) Creoles were considered less valuable than other Africans.

**Answer:** A

**Learning Objective:** 2.7

**Page Ref:** 39

**A-head:** Seasoning

**Skill Level:** Analyze It

- 44) How did a planter decide if a slave had been “seasoned”?
- A) The slave began to long for Africa.
  - B) The slave began to speak Spanish, French or English fluently.
  - C) The slave seemed psychologically stable and not suicidal.
  - D) The slave settled down, married, and produced children.

**Answer:** C

**Learning Objective:** 2.8

**Page Ref:** 40

**A-head:** The End of the Journey: Masters and Slaves in the Americas

**Skill Level:** Analyze It

- 45) Why did the African kingdoms of Guinea and western Central Africa fight fiercely to continue participation in the slave trade?
- A) The kingdoms had developed a religious dedication to the slave trade.
  - B) Tribal women wanted the slave trade continued.
  - C) The kingdoms were economically dependent on the slave trade.
  - D) The British government forced Africans to continue the slave trade.

**Answer:** C

**Learning Objective:** 2.9

**Page Ref:** 41

**A-head:** The Ending of the Atlantic Slave Trade

**Skill Level:** Apply What You Know

- 46) Which of the following was the most important reason that the British abolished the Atlantic slave trade in 1807?
- A) The British had begun to believe that racism was scientifically incorrect.
  - B) The British had begun to view the slave trade as violating their religious beliefs.
  - C) Many stories had been spread in Europe about the benefits of the slave trade.
  - D) The British economy was less dependent on agriculture by the late 1700s.

**Answer:** D

**Learning Objective:** 2.9

**Page Ref:** 41

**A-head:** The Ending of the Atlantic Slave Trade

**Skill Level:** Analyze It

## True/False Questions

47) The origins of the Atlantic slave trade stemmed from Western Europe's expansion during the fifteenth century.

**Answer:** TRUE

**Learning Objective:** 2.1

**Page Ref:** 23

**A-head:** The European Age of Exploration and Colonization

**Skill Level:** Remember the Facts

48) Slavery and slave trading have historically existed in all cultures for thousands of years.

**Answer:** TRUE

**Learning Objective:** 2.2

**Page Ref:** 23

**A-head:** The Slave Trade in Africa

**Skill Level:** Understand the Concepts

49) Columbus's voyages had little effect on the slave trade.

**Answer:** FALSE

**Learning Objective:** 2.3

**Page Ref:** 25

**A-head:** The Origins of the Atlantic Slave Trade

**Skill Level:** Remember the Facts

50) Prior to the early-sixteenth century, Portuguese seafarers conducted the Atlantic slave trade on an enormous scale to satisfy a limitless market for domestic servants.

**Answer:** FALSE

**Learning Objective:** 2.3

**Page Ref:** 25

**A-head:** The Origins of the Atlantic Slave Trade

**Skill Level:** Understand the Concepts

51) Around 1710, Spain joined Portugal in the Atlantic slave trade, and a new, harsher form of slavery appeared in the Americas.

**Answer:** FALSE

**Learning Objective:** 2.4

**Page Ref:** 25

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Remember the Facts

52) As early as the 1580s, English pirates attacked Spanish ships to steal their human cargo.

**Answer:** TRUE

**Learning Objective:** 2.5

**Page Ref:** 31

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

- 53) Slave ship captains used hot coals or a metal device called a *speculum oris* to force Africans to open their mouths for feeding.

**Answer:** TRUE

**Learning Objective:** 2.5

**Page Ref:** 34

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Remember the Facts

- 54) Mortality rates for Africans on slave ships were high because the crowded, unsanitary conditions encouraged seaboard epidemics.

**Answer:** TRUE

**Learning Objective:** 2.5

**Page Ref:** 36

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Understand the Concepts

- 55) African women caught in the Atlantic slave trade were worth twice the price of African men in Caribbean markets; as a result, captains took large numbers of women on board their vessels.

**Answer:** FALSE

**Learning Objective:** 2.5

**Page Ref:** 36

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 56) Most African slave rebellions at sea took place while a ship prepared to set sail, the African coast was in sight, and the slaves could still hope to return home.

**Answer:** TRUE

**Learning Objective:** 2.5

**Page Ref:** 34

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

### **Fill-in-the-Blank Questions**

- 57) As early as 1502, African slaves lived on the island of \_\_\_\_\_

**Answer:** Hispaniola

**Learning Objective:** 2.3

**Page Ref:** 25

**A-head:** The Origins of the Atlantic Slave Trade

**Skill Level:** Remember the Facts

58) The English by 1674 had driven the \_\_\_\_\_ out of the Atlantic slave trade.

**Answer:** Dutch

**Learning Objective:** 2.4

**Page Ref:** 27

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Remember the Facts

59) The cultivation of rice, \_\_\_\_\_, and tobacco increased British importation of African slave labor into North America.

**Answer:** indigo

**Learning Objective:** 2.4

**Page Ref:** 25

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Understand the Concepts

60) British slavers after crossing the Atlantic frequently rested their slaves in \_\_\_\_\_.

**Answer:** Barbados

**Learning Objective:** 2.6

**Page Ref:** 38

**A-head:** Landing and Sale in the West Indies

**Skill Level:** Remember the Facts

61) In preparation for sale, slaves were required to \_\_\_\_\_ their bodies to conceal blemishes, rashes, and bruises.

**Answer:** oil

**Learning Objective:** 2.6

**Page Ref:** 38

**A-head:** Landing and Sale in the West Indies

**Skill Level:** Remember the Facts

62) An example of cruelty aboard slave ships was the use of \_\_\_\_\_ by ship's surgeons to plug the anuses of African slaves suffering from dysentery.

**Answer:** hemp

**Learning Objective:** 2.6

**Page Ref:** 38

**A-head:** Landing and Sale in the West Indies

**Skill Level:** Apply What You Know

63) Slaves born in the Americas were known as \_\_\_\_\_.

**Answer:** Creoles



**Learning Objective:** 2.7

**Page Ref:** 39

**A-head:** Seasoning

**Skill Level:** Remember the Facts

64) During seasoning, masters or overseers broke slaves into plantation work by assigning them to work \_\_\_\_\_.

**Answer:** gangs

**Learning Objective:** 2.7

**Page Ref:** 39

**A-head:** Seasoning

**Skill Level:** Understand the Concepts

65) Slave masters assigned \_\_\_\_\_ to supervise slave labor on plantations, an example of the many layers of control within the system of slavery in the Americas.

**Answer:** drivers

**Learning Objective:** 2.7

**Page Ref:** 39-40

**A-head:** Seasoning

**Skill Level:** Apply What You Know

66) Britain abolished the Atlantic slave trade in the year \_\_\_\_\_ and tried to enforce that abolition on other nations through a naval patrol off the African coast.

**Answer:** 1807

**Learning Objective:** 2.9

**Page Ref:** 41

**A-head:** The Ending of the Atlantic Slave Trade

**Skill Level:** Understand the Concepts

### **Short Answer Questions**

67) Explain the connection between the Atlantic slave trade and the Industrial Revolution.

**Learning Objective:** 2.4

**Page Ref:** 27

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Analyze It

68) Why did slavery in the Americas develop along different lines than slavery in Africa?

**Learning Objective:** 2.4

**Page Ref:** 25-27

**A-head:** Growth of the Atlantic Slave Trade

**Skill Level:** Analyze It

69) How did food supplies vary between captors and slaves on the slave ships?

**Learning Objective:** 2.5

**Page Ref:** 33

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Understand the Concepts

70) Explain the connection between African slave levels of resistance and African attitudes toward enslavement. What does the level of resistance tell you about Africans' attitudes toward enslavement?

**Learning Objective:** 2.5

**Page Ref:** 34

**A-head:** Landing and Sale in the West Indies

**Skill Level:** Apply What You Know

71) Differentiate among the four factors for successful seasoning of slaves in the Americas. Why was each important?

**Learning Objective:** 2.7

**Page Ref:** 39-40

**A-head:** Seasoning

**Skill Level:** Apply What You Know

### **Essay Questions**

72) How did European and African policies and beliefs regarding slavery differ over time during the Atlantic slave trade? What factors contributed to these differences?

### **Ideal Answer: The ideal answer should:**

1. Explain that both peoples viewed slavery as an economic institution.
2. Explain that Africans, unlike Europeans, did not view slavery as a racial institution.
3. Point out that neither Africans nor Europeans possessed the concept of racial solidarity. Africans remained the primary sellers of slaves to Europeans, and obtained Africans for sale either through village raids or the kidnapping of families and individuals.
4. Note that Africans initially resisted selling other Africans as slaves to Europeans but did not at first believe that it was wrong to do so.

**Learning Objective:** 2.1, 2.2

**Page Ref:** 23-24

**A-head:** The European Age of Exploration and Colonization, The Slave Trade in Africa

**Skill Level:** Analyze It

- 73) Trace the life of a West African slave through the major turning points of the Atlantic slave trade starting with capture in Africa. What stages would a typical slave experience as he or she awaited shipment to the colonies of the Americas?

**Ideal Answer: The ideal answer should:**

1. Explain that West Africans were captured as slaves by other Africans through wars and village raids. Slaves were marched from the interior to the coast and held in factories awaiting sale. Some Africans were also kidnapped by Europeans.
2. Point out that slaves were loaded aboard European slave ships for shipment to the Americas.
3. Note that the crossing or Middle Passage varied from 40 days to several months.
4. Conclude that many Africans were seasoned in the Caribbean before being shipped elsewhere or put to work on sugar plantations.

**Learning Objective:** 2.5, 2.6

**Page Ref:** 30-37, 37-38

**A-head:** The African-American Ordeal from Capture to Destination, Landing and Sale in the West Indies

**Skill Level:** Understand the Concepts

- 74) Explain the technology of a slave ship in terms of transporting African slaves. How did Europeans use technology to outfit slave ships for transporting Africans across the Atlantic to the colonies of the Americas?

**Ideal Answer: The ideal answer should:**

1. Define that slave ships (called slavers) varied in size but grew larger over the centuries. A ship's tonnage determined how many slaves it could carry, with the formula being two slaves per ton. A ship of 200 tons might therefore carry 400 slaves.
2. Note that captains often ignored the formula and kept their human cargo light, calculating that smaller loads lowered mortality and made revolt less likely.
3. Point out that most captains were "tight packers" who squeezed human beings together hoping that large numbers would offset increased deaths.
4. Explain that the slavers' cargo space was generally only five feet high. Ships' carpenters halved this vertical space by building shelves, so slaves might be packed above and below on planks that measured only 5.5 feet long and 1.3 feet wide. Consequently, slaves had only about 20 to 25 inches of headroom.
5. Conclude that to add to the discomfort, the crews chained male slaves together in pairs to help prevent rebellion and lodged them away from women and

children. Crewmen often strung nets along the sides of the ship to prevent African suicide attempts.

**Learning Objective:** 2.5

**Page Ref:** 31-32

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 75) Discuss the concept of “cruelty” as it applied to the treatment of African slaves during the Middle Passage segment of the Atlantic slave trade. Is it possible to use modern moral arguments to understand European and African participation in the Atlantic slave trade?

**Ideal Answer: The ideal answer should:**

1. Explain that historians debate how much cruelty slave ship crews inflicted on African slaves. The goal of captain and crew was to deliver as many live African slaves as possible.
2. Point out that the slave trade required extremely large amounts of investment capital in ships, supplies, and crewmen.
3. Note that some historians argue that the ordeal of slaves on ship was similar to the challenges experienced by indentured servants.
4. Explain that the lack of freshwater, adequate food, overcrowding, and extreme weather combined to inflict suffering on all passengers at sea during the colonial period.
6. Conclude that African women were sexually exploited during the Middle Passage, and this experience sets off the ordeal as unique compared to indentured servitude.
7. Conclude that cruelty and suffering are historically relative in that practices acceptable in the past are now considered inhumane. Cultures distinguish between what constitutes acceptable behavior to their own people on the one hand and to strangers on the other.

**Learning Objective:** 2.5

**Page Ref:** 36-37

**A-head:** The African-American Ordeal from Capture to Destination

**Skill Level:** Apply What You Know

- 76) How did the Atlantic slave trade end? What major political figures were involved in the process? Why did slavery continue in the Americas into the mid-1800s?

**Ideal Answer: The ideal answer should:**

1. Explain that the cruelties associated with the Atlantic slave trade helped to end the system as did the rise of the Industrial Revolution in England.
2. Note that in the late 1700s, British politicians such as William Wilberforce, Granville Sharp, and Thomas Clarkson began a religiously based moral crusade against slavery and the slave trade.
3. Point out that Britain's antipathy to the slave trade helped abolition because the British dominated the trade.
4. Explain that the English realized that industry and trade rather than plantation slave-based agriculture provided the most profits during the 1800s.
5. Note that Britain banned the slave trade in 1807. The U.S. followed suit in 1808. But American, Brazilian, and Spanish slavers defied abolition of the slave trade for decades.
6. Conclude that slavery continued in the Americas because of the high demand for cotton and sugar for factory development and elite market sale.

**Learning Objective:** 2.9

**Page Ref:** 41

**A-head:** The Ending of the Atlantic Slave Trade

**Skill Level:** Analyze It