Overview
This lesson serves as an introduction to the African slave trade. Through a Power Point presentation and the examination of various images, students will explore the history of the African slave trade, from where and why people were enslaved, and the realities of slave castles. Students will apply their understanding by documenting the realistic experience of a fictional captured slave via art or writing.

Grade
9

NC Essential Standards for World History
- WH.5.1 - Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations
- WH.5.3 - Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment

Materials
- “The Door of No Return” Power Point, available in the Consortium’s Database of K-12 Resources (in PDF format)
  - To view this PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
  - To request an editable PPT version of this presentation, send a request to cnorris@unc.edu
- “The Door of No Return” Guided Notes Handout (attached)
- Olaudah Equiano’s Slave Capture Narrative Reading Strips (attached)
  - Teacher Note: Cut the strips before the start of class
- “Captured Slave Experience” handout (attached) and “Slave Capture Image” 1 – 5 (attached)
  - Teacher Note: Photocopy the “Captured Slave Narrative” instructions on one side of the page with the “Slave Capture” pictures on the other side.
- Introduction to the Slave Trade Quiz (attached)

Essential Questions:
- Why did the slave trade develop?
- Where did a majority of enslaved Africans come from?
- What was the journey to the African coast like for slaves?
- Where were slaves kept while they were awaiting transit to the New World and what were conditions like there?

Duration
One 60 minute class period
**Student Preparation**
Students should have a basic understanding of the reasons for European exploration during the 15th and 16th centuries. This lesson should be taught after studying various African empires and cultures.

**Procedure**

**Warm Up: Slave Trade Images**

1. As students walk into class, project Slide 2 of the “Door of No Return” Power Point and allow students a few minutes to examine and analyze the image. This image is called “West Africa in the Era of the Transatlantic Slave Trade,” but do not share this information with students yet. Pose the following questions to the class regarding Slide 2:
   - What region of the world is this map depicting? *Africa*
   - What did you notice when you first looked at this image?
   - What do you think the shaded areas represent?
   - This map represents Africa during the transatlantic slave trade (1500’s – 1800’s). Knowing this information, what do you think the shaded areas represent? *Areas where Africans were captured for the slave trade.*
   - What area of Africa was most affected by the transatlantic slave trade? *West Central Africa or the Western Coast of Africa*
   - How were slaves transported to the New World? *Ships on the African coast took them to the New World*
   - How do you think slaves were transported from the interior to the coast? *Allow students to brainstorm, they will spend part of the lesson answering this question.*

2. Next, project Slide 3 and allow students a few seconds to silently examine and analyze this image; the title of this image is “The Door of No Return,” but again do not share this information with students yet. Discuss:
   - What do you see here? What do you notice first about this image, or what strikes you?
   - What do you think is happening in this image?
   - Where do you think this is? What evidence makes you draw this conclusion?
   - If you were to give this image a title, what would you call it and why?
   - The actual title of the picture is “The Door of No Return.” What do you think the title refers to?

Before moving to the next image, explain to students that “The Door of No Return” refers to the doorway in a slave castle that led to the docks where Africans were loaded onto slave ships bound for the New World.

3. Finally, project Slide 4 and again allow students a few seconds of silent examination. The title of this image is “The Obama’s Visit Cape Coast Slave Castle.” which should not be shared with students yet. Discuss:
   - Can you identify any of the people in this image?
   - Where do you think President Obama is? What information from the picture supports your conclusion?
   - What does the sign on the doorway say? What do you think it refers to?
   - How is the picture with President Obama connected with the previous picture?
• Why do you think President Obama and the First Lady decided to visit this specific site (and bring their children)? What does his visit tell us about the impact of the transatlantic slave trade on the United States?

Explain to students that “The Door of Return” sign was placed here as a gesture of reconciliation and is meant to welcome back the thousands of African Diaspora tourists who flock to the monuments each year. On the other side of the door is a sign that says “Door of No Return.” (Source: http://www.common-place.org/vol-01/no-04/finley/finley-5.shtml)

“The Door of No Return” Power Point Overview

4. To familiarize the students with basic facts of the African slave trade, project “The Door of No Return” Power Point. Pass out the attached guided notes sheets that accompany the Power Point, which will help students who have difficulty taking notes and will also streamline the note taking process in a class with limited time. Instruct students to follow along and pose questions as they have them. While students will be taking notes throughout the PPT, it is important teachers use this as a conversational piece rather than simply lecture. Use the following questions to highlight additional points:

• Slide 5 – What are some examples of other cultures/countries/empires that have had slaves?
  o Rome, Greece, Persia, Mali, Songhai, Ethiopia, are some examples
• Slide 8 – What types of crops do you think were grown on plantations that required slave labor?
  o Sugar, cotton, tobacco, rice are some examples
• Slide 9 – Who do you think captured most of the slaves? (Ask this question before showing slide 7)
  o Africans captured most of the slaves and sold them to the Europeans. Most Europeans did not venture into the interior of the African Continent due to fear of disease and lack of knowledge of the region.
• Slide 12 – Slave Castles were called “warehouses of black humanity.” What do you think this means?
  o Implies that African slaves were viewed as objects or property, not people.

Answer any questions students may have before moving on.

Experiences of Captured Slaves

5. Explain to students that although millions of Africans were transported across the Atlantic, very few slave narratives exist. Fortunately for historians, some narratives were recorded by writers or sometimes by the enslaved themselves. The most well-known slave narrative was written by Olaudah Equiano, an African who was enslaved and brought to the United States. (Project Slide 16, which contains an image of Equiano.) He eventually purchased his freedom and wrote an autobiography about his experiences. His account of slavery helped to fuel the British anti-slavery movement in the late 18th and early 19th centuries.

6. Choose eight students to read aloud excerpts of Olaudah Equiano’s autobiography describing his capture from home and his subsequent journey to a slave ship. After each excerpt, allow students to ask questions before moving on. Once all eight excerpts have been read pose the following questions to the class:

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Visit our Database of K-12 Resources at http://database.civics.unc.edu/
• Where were Equiano and his sister taken from? Who captured them?
• How do you imagine it felt, to be suddenly seized in this way? What do you think Equiano was most worried about? (Likely, his sister.)
• What did some Africans use for money? (Narrative #5)
• Where did Equiano first encounter white Europeans? (Narrative #7)
• What do Equiano’s encounters with Africans tell you about the slave trade?
• How long do you think it took for Equiano to go from his house to the coast?
• Based on the excerpts you read/heard, in your opinion, what was the most difficult thing Equiano had to deal with?
• Did any experiences during Equiano’s capture and enslavement surprise you?
• While Olaudah Equiano faced many challenges, he still survived and wrote about his experiences. Based on this, how would you describe him and why?
• If you had to come up with a new title for this narrative, what would you call it and why?

The Experiences of Captured Slaves

7. Divide students into mixed ability pairs and evenly distribute the various “Slave Capture Images” and “Captured Slave Experience” handouts and review the instructions as a class. Answer any questions students may have regarding the assignment. Provide markers, crayons, etc. for students that choose the comic assignment. Teachers should determine how much class time to allow partners to complete the activity. If time is limited, the assignment can also be completed individually for homework.

8. After the allotted time or the following day, choose at least three pairs (comic, poem/song, and story) to present to the class. If time permits choose more than three pairs. Once the pairs have presented, debrief the lesson by asking the following questions:
• What did you learn about the enslavement of Africans?
• Why do you think it is important to study the slave trade?
• Compare Equiano’s narrative with the images you viewed. How are they similar? How are they different?
• Has the transatlantic slave trade impacted modern day Africa? In what ways?
• What are some examples of the transatlantic slave trades’ effects on today’s world?

Additional Activities
• Assign the attached quiz
• See the Consortium’s lessons

Resources
• General overviews of the transatlantic slave trade:
  o http://news.bbc.co.uk/2/hi/talking_point/6492623.stm
  o http://news.bbc.co.uk/2/hi/africa/6445941.stm
• For more information on slave castles:
  o http://www.ship-wrecks.co.uk/GhanaSlaveForts.htm
  o http://www.theproo.com/visions/slave.htm
• Effects of slavery on Africa:
  o http://news.bbc.co.uk/2/hi/africa/6504141.stm
What is the Transatlantic Slave Trade?
• The trading, primarily of ______________________, to the colonies of the ______________________ that occurred in and around the Atlantic Ocean.
• Slavery had existed for thousands of years, but this period saw the most widespread and systematic form.

Who participated in the transatlantic slave trade?
• ______________________
• France
• ______________________
• Spain
• Netherlands
• United States
• Brazil
• ______________________

When did it occur?
• The ______________________ started enslaving Africans in the mid-1400’s by bringing Africans back to Portugal.
• The transatlantic slave trade (meaning “____________________”) began in _____, when the ______________________ brought the first slaves to the “New World.”
• Officially lasted until ______ when ________________ was the last country to ban the trade.
• For approximately 400 years Africans were enslaved and shipped across the Atlantic Ocean.

Why did the trade begin?
• Europeans began exploring and settling in “the New World” and they needed a ______________________ that:
  – could help ____________________________________________________________________________
  – had experience with ______________________________________________________________________
  – were resistant to __________________________________________________________________________
• The ______________________ was not resistant to European diseases and they died off quickly and in large numbers.
• European indentured servants were used, but there were not enough to sustain the ______________________.

What is the triangle trade?
• A system of trade between ________________, the ______________________, and ______________________.
• Slaves from Africa were traded for ______________________ from the Americas.
• The raw materials from the Americas were brought to Europe to make ______________________.
• Manufactured goods were brought from Europe to Africa to exchange for ______________________.

Where did the Slaves come from?
• Slaves were initially sourced in ______________________ and the ______________________.
• Later, much of the trade moved to ______________________ Africa.
• Europeans usually bought enslaved people who were ______________________ between African states.
• There were also __________________________ who had made a business out of capturing other Africans and selling them.
• Sometimes Europeans organized their ________________________________

How many Africans were brought to the New World?
• Many scholars believe that approximately _______________________________ Africans were enslaved.
• These numbers are still hotly debated today, with some estimates as low as ________________________________ people and some as high ________________________________.
• These numbers don’t include the number of Africans who died before reaching the New World.

Slave Castles
• Captured slaves were brought to castles or forts on the coast where they were loaded onto ships bound for the New World
• Describe the conditions of the slave castles in your own words below:

<table>
<thead>
<tr>
<th>Famous Slave Castles</th>
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<tbody>
<tr>
<td>__________________</td>
</tr>
<tr>
<td>Castle</td>
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<tr>
<td>__________________</td>
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<tr>
<td>Island</td>
</tr>
<tr>
<td>Cape Coast Castle</td>
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<tr>
<td>James Island</td>
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</tbody>
</table>
Excerpts from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African.

Olaudah Equiano Narrative #1
One day, when all our people were gone out to their works as usual, and only I and my dear sister were left to mind the house, two men and a woman got over our walls, and in a moment seized us both, and, without giving us time to cry out, or make resistance, they stopped our mouths, and ran off with us into the nearest wood. Here they tied our hands, and continued to carry us as far as they could, till night came on, when we reached a small house, where the robbers halted for refreshment, and spent the night.

Olaudah Equiano Narrative #2
The next day proved a day of greater sorrow than I had yet experienced; for my sister and I were then separated, while we lay clasped in each other’s arms. It was in vain that we besought them not to part us; she was torn from me, and immediately carried away, while I was left in a state of distraction not to be described. I cried and grieved continually; and for several days I did not eat any thing but what they forced into my mouth. At length, after many days travelling, during which I had often changed masters, I got into the hands of a chieftain, in a very pleasant country. […] Although I was a great many days journey from my father’s house, yet these people spoke exactly the same language with us.

Olaudah Equiano Narrative #3
[…] However, in a small time afterwards he recovered, and I was again sold. I was now carried to the left of the sun’s rising, through many different countries, and a number of large woods. The people I was sold to used to carry me very often, when I was tired, either on their shoulders or on their backs. I saw many convenient well-built sheds along the roads, at proper distances, to accommodate the merchants and travellers, who lay in those buildings along with their wives, who often accompany them; and they always go well armed.

Olaudah Equiano Narrative #4
From the time I left my own nation I always found somebody that understood me till I came to the sea coast. The languages of different nations did not totally differ, nor were they so copious as those of the Europeans, particularly the English. They were therefore easily learned; and, while I was journeying thus through Africa, I acquired two or three different tongues. In this manner I had been travelling for a considerable time, when one evening, to my great surprise, whom should I see brought to the house where I was but my dear sister! […] Our meeting affected all who saw us; and indeed I must acknowledge, in honour of those sable destroyers of human rights, that I never met with any ill treatment, or saw any offered to their slaves, except tying them, when necessary, to keep them from running away. When these people knew we were brother and sister they indulged us together; and the man, to whom I supposed we belonged, lay with us, he in the middle, while she and I held one another by the hands across his breast all night; and thus for a while we forgot our misfortunes in the joy of being together: but even this small comfort was soon to have an end; for scarcely had the fatal morning appeared, when she was again torn from me for ever! I was now more miserable, if possible, than before.
Olaudah Equiano Narrative #5

[...] Their money consisted of little white shells, the size of the finger nail. I was sold here for one hundred and seventy-two of them by a merchant who lived and brought me there. I had been about two or three days at his house, when a wealthy widow, a neighbour of his, came there one evening, and brought with her an only son, a young gentleman about my own age and size. Here they saw me; and, having taken a fancy to me, I was bought of the merchant, and went home with them. [...] The next day I was washed and perfumed, and when meal-time came I was led into the presence of my mistress, and ate and drank before her with her son. This filled me with astonishment; and I could scarce help expressing my surprise that the young gentleman should suffer me, who was bound, to eat with him who was free; and not only so, but that he would not at any time either eat or drink till I had taken first, because I was the eldest, which was agreeable to our custom. Indeed every thing here, and all their treatment of me, made me forget that I was a slave. [...] In this resemblance to my former happy state I passed about two months; and I now began to think I was to be adopted into the family, and was beginning to be reconciled to my situation, and to forget by degrees my misfortunes, when all at once the delusion vanished; for, without the least previous knowledge, one morning early, while my dear master and companion was still asleep, I was wakened out of my reverie to fresh sorrow.

Olaudah Equiano Narrative #6

All the nations and people I had hitherto passed through resembled our own in their manners, customs, and language: but I came at length to a country, the inhabitants of which differed from us in all those particulars. I was very much struck with this difference, especially when I came among a people who did not circumcise, and ate without washing their hands. They cooked also in iron pots, and had European cutlasses and cross, bows, which were unknown to us, and fought with their fists amongst themselves. Their women were not so modest as ours, for they ate, and drank, and slept, with their men. But, above all, I was amazed to see no sacrifices or offerings among them. In some of those places the people ornamented themselves with scars, and likewise filed their teeth very sharp. They wanted sometimes to ornament me in the same manner, but I would not suffer them; hoping that I might some time be among a people who did not thus disfigure themselves, as I thought they did. At last I came to the banks of a large river, which was covered with canoes, in which the people appeared to live with their household utensils and provisions of all kinds. I was beyond measure astonished at this, as I had never before seen any water larger than a pond or a rivulet: and my surprise was mingled with no small fear when I was put into one of these canoes, and we began to paddle and move along the river.

Olaudah Equiano Narrative #7

[...] The first object which saluted my eyes when I arrived on the coast was the sea, and a slave ship, which was then riding at anchor, and waiting for its cargo. These filled me with astonishment, which was soon converted into terror when I was carried on board. I was immediately handled and tossed up to see if I were sound by some of the crew; and I was now persuaded that I had gotten into a world of bad spirits, and that they were going to kill me. Their complexions too differing so much from ours, their long hair, and the language they spoke, (which was very different from any I had ever heard) united to confirm me in this belief. Indeed such were the horrors of my views and fears at the moment, that, if ten thousand worlds had been my own, I would have freely parted with them all to have exchanged my condition with that of the meanest slave in my own country. [...] and a multitude of black people of every description chained together, every one of their countenances expressing dejection and sorrow, I no longer doubted of my fate; and, quite overpowered with horror and anguish, I fell motionless on the deck and fainted. When I recovered a little I found some black people about me, who I believed were some of those who brought me on board, and had been receiving their pay; [...] I asked them if we were not to be eaten by those white men with horrible looks, red faces, and loose hair. [...] Soon after this the blacks who brought me on board went off, and left me abandoned to despair. I now saw myself deprived of all chance of returning to my native country, or even the least glimpse of hope of gaining the shore, which I now considered as friendly; and I even wished for my former slavery in preference to my present situation, which was filled with horrors of every kind, still heightened by my ignorance of what I was to undergo.
Olaudah Equiano Narrative #8
Are the dearest friends and relations, now rendered more dear by their separation from their kindred, still to be parted from each other, and thus prevented from cheering the gloom of slavery with the small comfort of being together and mingling their sufferings and sorrows? Why are parents to lose their children, brothers their sisters, or husbands their wives? Surely this is a new refinement in cruelty, which, while it has no advantage to atone for it, thus aggravates distress, and adds fresh horrors even to the wretchedness of slavery.

Edited for brevity and content by the NC Civic Education Consortium. For a free unedited copy of The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, visit http://docsouth.unc.edu/neh/equiano1/equiano1.html
Captured Slave Experience

**Directions:** The purpose of this assignment is to use the information you have learned about the slave trade to create a fictional series of drawings, a story, a poem or a song concerning the slave trade.

1. In your groups take a few minutes to examine the picture you have been given. Then answer the following questions as a group:
   a. What is happening in the picture? What clues support your conclusion?
   b. Are there any specific images that jump out at you when you first view the picture?
   c. Is there anything you notice about the picture after examining it for a few minutes?

2. As a group, choose one of the following mediums below to depict your captured slave experience. Incorporate information from your assigned picture, the “Door of No Return” Power Point, your textbook, the Olaudah Equiano narrative, and the library or Internet (optional) into your project. Be sure you include the following information in your final art or writing:
   a. Who are you? Where were you captured? (Must note a particular location in Africa that is historically accurate.)
   b. What were you doing when you were captured?
   c. Who captured you? Describe them. Where were they from? How did you feel?
   d. Describe your journey from where you were captured to the African coast. Were there other people captured with you? If so, how many? Describe your feelings during the journey.
   e. Why do you think you were captured? What do you believe is in store for you?
   f. Where were you taken? What is the name of the place you are being held before being loaded onto a ship? (Again, a historically accurate location must be cited.)
   g. Where do you think the ship will take you? What are your thoughts and feelings regarding your future?

<table>
<thead>
<tr>
<th><strong>Art Strip</strong></th>
<th><strong>Story</strong></th>
<th><strong>Poem/Song</strong></th>
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<tbody>
<tr>
<td>• Answers assigned questions</td>
<td>• Answers assigned questions</td>
<td>• Answers assigned questions</td>
</tr>
<tr>
<td>• Tells story or idea through pictures</td>
<td>• Uses appropriate language</td>
<td>• Appropriate format and poetic structure</td>
</tr>
<tr>
<td>• Characters/objects are clearly drawn</td>
<td>• Clear and understandable</td>
<td>• Title and at least 14 lines</td>
</tr>
<tr>
<td>• At least 5 drawings in strip</td>
<td>• Story is engaging and realistic</td>
<td>• Relevant to subject</td>
</tr>
<tr>
<td>• Contains captions with clear writing and correct spelling</td>
<td>• Uses a first person perspective</td>
<td>• Correct spelling, mechanics, and punctuation</td>
</tr>
<tr>
<td>• Historically accurate</td>
<td>• At least one page in length</td>
<td>• Historically accurate</td>
</tr>
<tr>
<td>• Original and Creative</td>
<td>• Historically accurate</td>
<td>• Original and Creative</td>
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</tbody>
</table>
This illustration shows a line of men and women lashed together by ropes, guarded by a horse-mounted slave trader.

Source:
"The Slave Chain," shows a group linked together by chain or rope in front of a small building at Little Popo; European slave traders are pictured in the background. Little Popo has been described as "an extensive slave port...The houses are badly built; that in which I am living forms the four sides of a square...the fourth [side] is a stable and sleeping house for the blacks, many of whom have the small-pox" (vol. 1, pp. 98-100).

Source:
Men, women, children linked by wooden yokes and chains; African guards carry guns.

Caption, "The Slave Hunt"; depicts soldiers from Sokoto raiding a village to capture slaves.

Source:
Slave Capture Image #5:

Source:


Name ______________________________________   Date ____________
Introduction to the Transatlantic Slave Trade Quiz

1. What is the transatlantic slave trade?

2. Which of the following countries did not participate in the transatlantic slave trade? (Circle the correct answer)
   a. Spain
   b. Netherlands
   c. United States
   d. Russia

3. When did the transatlantic slave trade occur? (Circle the correct answer)
   a. 1300 – 1850
   b. 1600 – 1900
   c. 1503 – 1831
   d. 1400 - 1776

4. Describe one reason why the transatlantic slave trade began.

5. Draw the triangle trade and describe the materials that were traded in each part.
1. What is the transatlantic slave trade?
   - **The transatlantic slave trade**, was the trading, primarily of African people, to the colonies of the New World that occurred in and around the Atlantic Ocean.

2. Which of the following countries did not participate in the transatlantic slave trade? (Circle the correct answer)
   - a. Spain 
   - b. Netherlands 
   - c. United States 
   - d. Russia 

3. When did the transatlantic slave trade occur? (Circle the correct answer)
   - a. 1300 – 1850
   - b. 1600 – 1900
   - c. 1503 – 1831
   - d. 1400 - 1776

4. Describe one reason why the transatlantic slave trade began.
   - **Europeans began exploring and settling in “the New World”** and they needed a labor force that:
     - could help build settlements
     - had experience with agriculture
     - were resistant to tropical diseases
   - The indigenous population was not resistant to European diseases and they died off quickly and in large numbers.
   - European indentured servants were used, but there were not enough to sustain the large agricultural plantations.

5. Draw the triangle trade and describe the materials that were traded in each part.

   - Europeans take sugar, cotton, rum, tobacco and coffee from Americas to Europe
   - Slaves from Africa were traded for raw materials from the Americas
   - Europeans take slaves to the Americas