

1.9 The Slave Trade

Name: _____ Class: _____ Date: _____

Total: 12 marks

Objective

Build the skills to answer exam questions on the Atlantic **slave trade** 奴隶贸易.

You must be able to:

- state the economic demand that drove the trade
- describe the role of European and African participants
- state the demographic and social consequences in Africa
- handle the topic with precision and without euphemism

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The demand

Plantation agriculture producing sugar, and later tobacco and cotton, for European markets was labour-intensive and lethal. Its labour was supplied by forced transportation of enslaved Africans.

■ Participants

European traders operated on the coast; some African states and merchants participated in supplying captives. Recording both accurately is required, and neither fact reduces the responsibility of the other.

■ Consequences in Africa

Regions lost population disproportionately of working age; warfare and raiding intensified where captives were a commodity; and political power shifted toward states controlling the trade.

■ Precision

Use accurate terms —enslaved people, forced transportation, coerced labour —and give figures or scale where you have them. Euphemism costs marks and misdescribes the subject.

2 Practice

2.1 State the economic demand that drove the Atlantic slave trade. [2]

2.2 State two consequences for African regions from which captives were taken. [2]

2.3 A student writes that "workers were brought from Africa".

(a) State why the wording is inadequate. [1]

(b) Write an accurate replacement. [2]

3 Exam-style questions

3.1 The labour demand came primarily from [1]

- **A** European domestic service
 - **B** plantation agriculture producing crops for European markets
 - **C** shipbuilding in Africa
 - **D** mining in Europe
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3.2 Losing population disproportionately of working age affects a region mainly by [1]

- **A** raising its output
 - **B** reducing its capacity to produce and defend itself
 - **C** leaving it unchanged
 - **D** increasing its population
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3.3 A passage records both European and African participation in the trade.

(a) State why both should be recorded. [1]

(b) Explain why recording both does not reduce European responsibility. [2]

4 Go further

- work through the **1.9 The Slave Trade** lesson on the **Learn** page;
- read the **Renaissance and Exploration** section of the AP European History hand-out on the **Know** page.

Solutions

2.1 plantation agriculture producing sugar and later other crops for European markets, which was labour-intensive and lethal.

2.2 any two of: disproportionate loss of working-age population; intensified warfare and raiding; political power shifting toward states controlling the trade.

2.3 (a) "workers" and "brought" conceal that the people were enslaved and forcibly transported. (b) an accurate sentence, e.g. "Enslaved Africans were forcibly transported across the Atlantic to work on plantations".

3.1 B. plantation crops for European markets generated the demand.

3.2 B. the people removed are those who produce and defend.

3.3 (a) because both occurred, and an accurate account states what happened. (b) responsibility is not a fixed quantity divided between parties; the demand, the shipping and the plantations were European, and that remains true whatever else is recorded.