

TEST BANK



Fourth Edition
**AFRICAN
AMERICANS**
A Concise History

COMBINED VOLUME



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Chapter 02: Middle Passage

Chapter 02 Identifications

For each of the following, identify by answering the questions: Who? What? When? Where? Describe the significance by answering the questions: Why is this important? Why do we study this?

Skill: Factual and Conceptual

1. Middle Passage
2. indigo
3. Islamic slave trade
4. chattel
5. Asiento
6. cash crop
7. Industrial Revolution
8. factories
9. slavers
10. the crossing
11. Olaudah Equiano
12. Venture Smith
13. Guinea Coast
14. Alexander Falconbridge
15. Martinique
16. Barbados
17. seasoning
18. Creoles

Chapter 02 Objective/Analytical Questions

1. Which European country took the lead in exploration and colonization in the early 1400s?
 - a. Portugal
 - b. France
 - c. England
 - d. Switzerland

Page-Reference: 26

Skill:

Factual

Topic: The European Age of
Exploration and Colonization

Answer : a.Portugal

2. Which accomplishment was **not** a first for (or sponsored by) the Portuguese?
- rounding the Cape of Good Hope
 - sailing around Africa to reach India and the East
 - the discovery of the New World
 - reaching Africa's west coast

Page-Reference: 26 **Skill:** Factual

Topic: The European Age of Exploration and Colonization

Answer : c.the discovery of the New World

3. Europeans found native populations in the areas of North and South America. Why did they need labor from Africa?
- The Native Americans quickly began to die in huge numbers from diseases imported by the Europeans.
 - Native Americans refused to be captured or work as slaves in fields or mines.
 - Europeans rapidly established cordial relationships with many native peoples, hoping to gain their cooperation voluntarily.
 - There were not enough Native Americans to satisfy the needs of Europeans.

Page-Reference: 28 **Skill:** Conceptual

Topic: The European Age of Exploration and Colonization

Answer : a.The Native Americans quickly began to die in huge numbers from diseases imported by the Europeans.

4. Which statement about the nature of the Islamic slave trade prior to European entry is true?
- The Islamic slave trade did not exist in Africa prior to European entry.
 - The Islamic slave trade was not based primarily on race.
 - The Islamic slave trade mainly captured adult males for agricultural labor.
 - Slavery and the slave trade under Islamic society were at least as harsh as the European version in the Americas.

Page-Reference: 27 **Skill:** Factual

Topic: The Slave Trade in Africa

Answer : b.The Islamic slave trade was not based primarily on race.

5. Discuss the role of Africans in the slave trade.

Page-Reference: 27 **Skill:** Conceptual

Topic: The Slave Trade in Africa

Answer :

6. How did the early Europeans usually obtain their supply of slaves?
- They raided along the coast of Africa, forcibly capturing large families.
 - Arabs brought slaves up to the coastal cities in Europe, and they were purchased there.
 - Europeans captured large land areas through warfare, and subjugated entire groups of people into slavery.
 - They obtained their slaves through trade with native African tribes.

Page-Reference: 28 **Skill:** Factual

Topic: The Origins of the Atlantic Slave Trade

Answer : d.They obtained their slaves through trade with native African tribes.

7. Who was the first known Portuguese merchant to begin to formally trade for slaves with the Africans?
- Antam Goncalvez
 - Oba Dahomey
 - Ruy do Siqueira
 - Bartolomeu Dias.

Page-Reference: 28 **Skill:** Factual

Topic: The Origins of the Atlantic
Slave Trade

Answer : c.Ruy do Siqueira

8. Which of the following is **not** a reason why Africans enslaved other Africans, and sold them to Europeans?
- Africans at the time did not have a sense of themselves as "Africans," and had not really developed a concept of racial solidarity.
 - Warfare and interethnic rivalries among African tribes contributed; selling members of defeated tribes proved a way to get rid of opponents.
 - African tribes were forced under threat of annihilation or war to sell other Africans to the Europeans.
 - Africans were initially reluctant to sell members of their own tribes.

Page-Reference: 28 **Skill:** Factual

Topic: The Origins of the Atlantic
Slave Trade

Answer : c.African tribes were forced under threat of annihilation or war to sell other Africans to the Europeans.

9. Until the early sixteenth century, for what were the early slaves captured by the Portuguese used?
- domestic servants
 - labor in the sugar cane fields of North America
 - soldiers in some of the Europeans' many wars of the time period
 - teachers of African culture and language for wealthy, young Portuguese children

Page-Reference: 28 **Skill:** Factual

Topic: The Origins of the Atlantic
Slave Trade

Answer : a.domestic servants

10. Examine Map 2-1. Where did most slaves come from and go? What did these destinations have in common?

Page-Reference: 29 **Skill:** Conceptual

Topic: Growth of the Atlantic Slave
Trade

11. Examine Map 2-1. What country's colonies seemed to have dominant African populations? Why?

Page-Reference: 29 **Skill:** Conceptual

Topic: Growth of the Atlantic Slave
Trade

12. Where did most of the slaves from Africa go?
- to the English colonies in North America
 - to Mexico, to assist in mining for gold
 - to Brazil, to work on the sugar plantations
 - to the Caribbean to work on sugar and other plantations

Page-Reference: 30 **Skill:** Factual

Topic: Growth of the Atlantic Slave
Trade

Answer : c.to Brazil, to work on the sugar plantations

13. Slavery in the Americas developed along different lines than had slavery in Africa. Which of the following was **not** one of those differences?
- Slavery in the Americas was based on race.
 - Most of the slaves in the Americas were male.
 - Most of the slaves in the Americas were used as agricultural laborers, rather than fighters or domestic servants.
 - In West Africa, female slaves were only used to make cloth, while they generally did hard agricultural work in the Americas.

Page-Reference: 30 **Skill:** Conceptual

Topic: Growth of the Atlantic Slave Trade

Answer : d.In West Africa, female slaves were only used to make cloth, while they generally did hard agricultural work in the Americas.

14. Enslaved people in the Americas became _____ , or personal property. When they became slaves they often lost many of their legal and customary rights.

Page-Reference: 30 **Skill:** Factual

Topic: Growth of the Atlantic Slave Trade

Answer : a.chattel

15. The Spanish and Portuguese dominated the early slave trade with the Africans. Which nation ousted them from this status in the early seventeenth century?

- Holland
- England
- France
- Germany

Page-Reference: 30 **Skill:** Factual

Topic: Growth of the Atlantic Slave Trade

Answer : a.Holland

16. Why did the British want to take over the slave trade in the late seventeenth century?

- Their ongoing war with France demanded a supply of soldiers.
- They needed labor for tobacco cultivation in Virginia and Maryland.
- They wanted the taxes paid to the slave trade leader by other European nations.
- They had begun to establish sugar plantations in Brazil and needed labor.

Page-Reference: 30-31 **Skill:** Conceptual

Topic: Growth of the Atlantic Slave Trade

Answer : b.They needed labor for tobacco cultivation in Virginia and Maryland.

17. How did an African become a slave?

- European armies raided the interior of Africa for people.
- Thinking they would have a better life in the Americas, many sold themselves voluntarily.
- Their town or village was conquered by another African army.
- They were members of a very poor tribe that frequently sold children to make money.

Page-Reference: 31-32 **Skill:** Factual

Topic: The African-American Ordeal: From Capture to Destination

Answer : c.Their town or village was conquered by another African army.

18. Which of the following is true about the path a slave—once captured—took to the market in Africa?
- Generally, the captured slaves thought they would be treated fairly and submitted to the long stages of travel.
 - The trips to the coast were generally brief, as most Africans traded as slaves lived near that area.
 - African tribes kept trading stations along routes, for access to food and water. They wanted as few as possible to die along the way.
 - The slaves were tied together with ropes, or had "yokes" around their necks during the journey.

Page-Reference: 31 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : d.The slaves were tied together with ropes, or had "yokes" around their necks during the journey.

19. What steps did the Europeans take to reduce the risk of rebellion at the slave factories in Africa?
- Slaves were kept drugged and shackled with heavy chains.
 - Families and ethnic groups were separated.
 - Men and women were separated into separate trading towns.
 - Europeans didn't really have to take many steps, as the completely overwhelmed Africans often submitted to the process.

Page-Reference: 31 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : b.Families and ethnic groups were separated.

20. Which of the following was **not** a characteristic of a typical slave ship?
- Slaves were separated by gender to prevent rebellion.
 - Slave captains packed their ships as tightly as possible to maximize profit.
 - Mortality rates were very high due to unsanitary conditions and the rapid spread of disease.
 - Slave ships were generally poorly constructed, and were more likely to fall apart on their way to the Americas as make it there.

Page-Reference: 32-33 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : d.Slave ships were generally poorly constructed, and were more likely to fall apart on their way to the Americas as make it there.

21. Discuss conditions on the slave ships.

Page-Reference: 32-33 **Skill:** Conceptual

Topic: The African-American
Ordeal: From Capture to
Destination

27. What disease took the lives of most slaves while on board the slave ships?
- a. typhoid
 - b. measles
 - c. smallpox
 - d. influenza

Page-Reference: 37 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : c.smallpox

28. Which of the following does **not** characterize doctors of slave ships at the time?
- a. Many collected African remedies to help with 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. They were often given incentives for the number of slaves they kept alive on the voyage.
 - d. They began to understand connections between health, hygiene and diet after about 1750.

Page-Reference: 37 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : b.Since slavers wanted to keep as many slaves alive as possible, ships' doctors had an unusually sophisticated knowledge of medicine at the time.

29. Slave rebellions were not an uncommon experience on slave ships. Which of the following was **not** a common way for slaves to rebel or resist their imprisonment?
- a. by refusing to eat
 - b. by drowning themselves
 - c. organizing and carrying out bloody, violent rebellions
 - d. by stealing life boats and rowing back to shore prior to the ship leaving for the Americas.

Page-Reference: 37 **Skill:** Factual

Topic: The African-American
Ordeal: From Capture to
Destination

Answer : d.by stealing life boats and rowing back to shore prior to the ship leaving for the Americas.

30. What types of resistance did the enslaved Africans use while on the slave ships?

Page-Reference: 37 **Skill:** Conceptual

Topic: The African-American
Ordeal: From Capture to
Destination

36. How was work divided among the slaves during seasoning in the West Indies?
- Children worked alongside their parents, sharing work hours and tasks.
 - Masters generally split the slaves up into several gangs, with the strongest men doing the heaviest work, the older slaves and women doing weeding, and children assisting in light tasks.
 - Creoles never worked in the field, only in the masters' house as domestic servants.
 - Many of the slaves were chosen for skilled tasks, such as carpentry and bricklaying.

Page-Reference: 41 **Skill:** Factual

Topic: Seasoning

Answer : b.Masters generally split the slaves up into several gangs, with the strongest men doing the heaviest work, the older slaves and women doing weeding, and children assisting in light tasks.

37. What does the level of resistance tell you about Africans' attitudes toward enslavement?

Page-Reference: 37 **Skill:** Conceptual

Topic: Seasoning

38. How did a planter decide if a slave had been "seasoned"?
- The slave began to plant African foods in the New World.
 - The slave began to speak Spanish, French or English perfectly.
 - The slave seemed psychologically stable, and did not participate in armed rebellion or suicide attempts.
 - The slave settled down, got married, and had children.

Page-Reference: 42 **Skill:** Factual

Topic: The End of the Journey:
Masters and Slaves in the Americas

Answer : c.The slave seemed psychologically stable, and did not participate in armed rebellion or suicide attempts.

39. Discuss the four factors for successful seasoning of slaves in the Americas. Why was each important?

Page-Reference: 41 **Skill:** Factual

Topic: The End of the Journey:
Masters and Slaves in the Americas

40. Which was **not** a reason why the British abolished the Atlantic slave trade in 1807?
- England's economy had become less dependent on plantation agriculture than before.
 - The English had begun to see the slave trade as being against their religious beliefs.
 - Many stories had been spread about the horrors of the middle passage and slavery.
 - The British had begun to believe that racism was scientifically incorrect and should not be a part of their belief systems.

Page-Reference: 45 **Skill:** Conceptual

Topic: The Ending of the Atlantic
Slave Trade

Answer : d.The British had begun to believe that racism was scientifically incorrect and should not be a part of their belief systems.

