

RESISTANCE: AFRICAN RESISTANCE TO SLAVERY

STRAND A			
TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
<p>African Resistance (1470 - 1800)</p>	<p>SS.A.1.4 Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.</p>	<p>Anderson, S. E. <u>The Black Holocaust for Beginners</u>. New York, New York: Writers and Readers Publishers, 1995.</p> <p>Asante, Molefi K., and Mark Mattson. <u>Historical and Cultural Atlas of African Americans</u>. New York, New York: MacMillan, 1991.</p> <p>Asante, Molefi K. <u>African American History</u>. Rochelle Park, New Jersey: Peoples Publishing Group, 2001.</p> <p>Ball, Charles. <u>Fifty Years in Chains</u>. New York, New York: Dover Publications, 1970.</p> <p>Bayliss, John F. <u>Black Slave Narratives</u>. London: Collier Books, 1970.</p> <p>Bennett, Lerone. <u>Before the Mayflower</u>. Chicago, Illinois: Johnson Publishing Company, 1990.</p> <p>Clarke, John Henrik. <u>Christopher Columbus & the African Holocaust: Slavery & the Rise of European Capitalism</u>. Brooklyn, New York: A & B Books Publishers, 1992.</p> <p>Katz, William Loren. <u>Breaking the Chains: African-American Slave Resistance</u>. New York: Antheneum, 1990.</p> <p>Rogers, J. A. <u>World's Great Men of Color</u>, Vol. I. New York: Collier, 1946.</p> <p>Van Sertima, Ivan. <u>Blacks in Science: Modern and Ancient</u>. Rochelle Park, New Jersey: Journal of African Civilizations Ltd., Inc., 1994.</p>	<p>SS.A.1.4</p> <div style="background-color: #cccccc; text-align: center; padding: 2px; margin: 5px 0;">GOAL 3 STANDARDS</div> <p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numeric Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>

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INFUSION POINT	OBJECTIVES
GOAL: Students will become aware of the many facets of African resistance to enslavement in the Americas.	
African Resistance (1470 -1800)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> document in a journal some of the methods used by Africans to resist enslavement in Africa. <input checked="" type="checkbox"/> explain in panel discussions how some of the African kings, queens, and leaders resisted enslavement. <input checked="" type="checkbox"/> research and identify some of the kings, queens, and other leaders who helped deter slavery from their lands. <input checked="" type="checkbox"/> locate and label some of the African nations or empires on a world map.

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<p>African Resistance (1470 - 1800)</p>	<p>Chattel slavery, as it existed, was the worst kind of human bondage. Africans fought against and resisted slavery in their homeland, on the seas, and in America. There was continuous resistance against Europeans during every phase of the slave trade. Because the rebellions of the African slaves increased, the slave traders created laws designed to reduce African resistance.</p> <p>Much of the information about the resistance to slavery came from written documents kept by the European sailors. There is enough information, including historical facts, examples of resistance, and dislike of the European slave trade, to establish that the enslavement of Africans was not accepted by African people.</p> <p>African leaders and those opposing the European slave trade, organized and assigned large groups to keep watch for slave ships traveling to the East and whose crews were well-known for kidnapping Africans on the coast. For example, King Ansaah of Ghana (1470-1486) had the Fante people watch for European ships, and prevented them from coming ashore. Many other African leaders did not permit Europeans in their kingdoms. In Benin, the people had heard of the intentions of the Europeans, so they killed them as soon as they came ashore. There were some kings who agreed to trade with the Europeans, but attempted to stop it once they saw the problems that were created in their lands. Through the tactics of several African leaders and kings, they were able to minimize the European slave trade but they could not stop it completely. The treachery and greed of the Europeans, hurt the African economy and, therefore, damaged trade relations. African King Nzenga Maremba tried to stop the slave trade in the Congo only after he originally participated in the trade in exchange for military items and</p>

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<p>African Resistance (1470 - 1800)</p>	<p>support from Portugal. King Maremba agreed to release his African prisoners of war to the Portuguese who wanted the best young African men as a bargaining chip to be sure the King kept his word. The Portuguese promised to train and educate the young men to become priests and later to return them to the Congo. King Meremba let the Portuguese convince him to take the Christian name, Alfonso, as a show of support. When Alfonso asked for the return of a few of his former prisoners, who had been trained to serve as physicians, surgeons, pharmacists, assistants for shipbuilders and carpenters, his requests were denied. After having his requests denied several times, King Alfonso learned that his prisoners of war had been sold as slaves in Portugal. In 1526, King Alfonso wrote to King John III, the former King of Portugal, and asked for his help in ending the slave trade in the Congo. He explained the freedoms that were given to the Portuguese, who had set up shops, become merchants in the Congo and had amassed fortunes. The people in the Congo could not do the same because they had complied with the agreement and now did not have the same abundance of wealth as the invaders. King Alfonso related that the damage was so great that his people and land were being seized daily. King Alfonso ended his letter to King John III with another request for his help because it was the will of the people in the Congo and other kingdoms that there should not be any trading of slaves nor markets for slaves. Other countries that were resisting the slave trade throughout the continent of Africa were Senegal, Ghana, Benin, Nigeria, and Angola. In 1777, King Agadja, a Dahomean monarch, captured an Englishman and his slave raiding party who had entered his kingdom looking for more Africans. The Englishman and his crew</p>

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<p>African Resistance (1470 – 1800)</p>	<p>were released after they promised to return all the Africans they had captured. King Agadja gave the Englishmen a warning to take to the rulers of England, that if any other slave traders were sent to his Kingdom, or other kingdoms, they would be killed. In 1787, the Senegal King of Almammy, passed a law that made it illegal to take enslaved Africans through his kingdom. To let Europeans know how serious the law was, the king returned the presents French slave traders sent as bribes. Queen Nzingha of Angola fought a successful 30-year war against the slave traders of Portugal until the Portuguese negotiated a treaty with her in 1656. Their treaty remained in effect until she died in 1663.</p>

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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
African Resistance (1470 - 1800)	<ul style="list-style-type: none"> ➤ 1400 - Displacement of Africa’s natural and human wealth begins. ➤ 1472 - King Ansah, ruler of the Fante people, fights the slave traders from 1472 – 1484. ➤ 1500 - Tribal Chiefs, Arabs and Moors begin modern Black Slavery. ➤ 1510 - Spain officially begins slave trade. ➤ 1511 - Father Bartholomé De Las Casas, a Catholic priest, condemns use of Native American slaves, but suggests use of Africans instead. ➤ 1511 - Billions in gold and silver are moved to Europe from slave mines. ➤ 1519 - Henrique leads a revolt against the Spanish in Hispaniola. ➤ 1522 - Africans lead more revolts against the Spanish in Hispaniola. ➤ 1526 - Africans revolt in the Spanish colony of South Carolina. ➤ 1527 - Africans revolt in Puerto Rico. ➤ 1529 - Africans revolt in Colombia. ➤ 1530 - Africans revolt in Mexico. ➤ 1531 - Africans revolt in Panama. ➤ 1533 - Africans revolt in Cuba.

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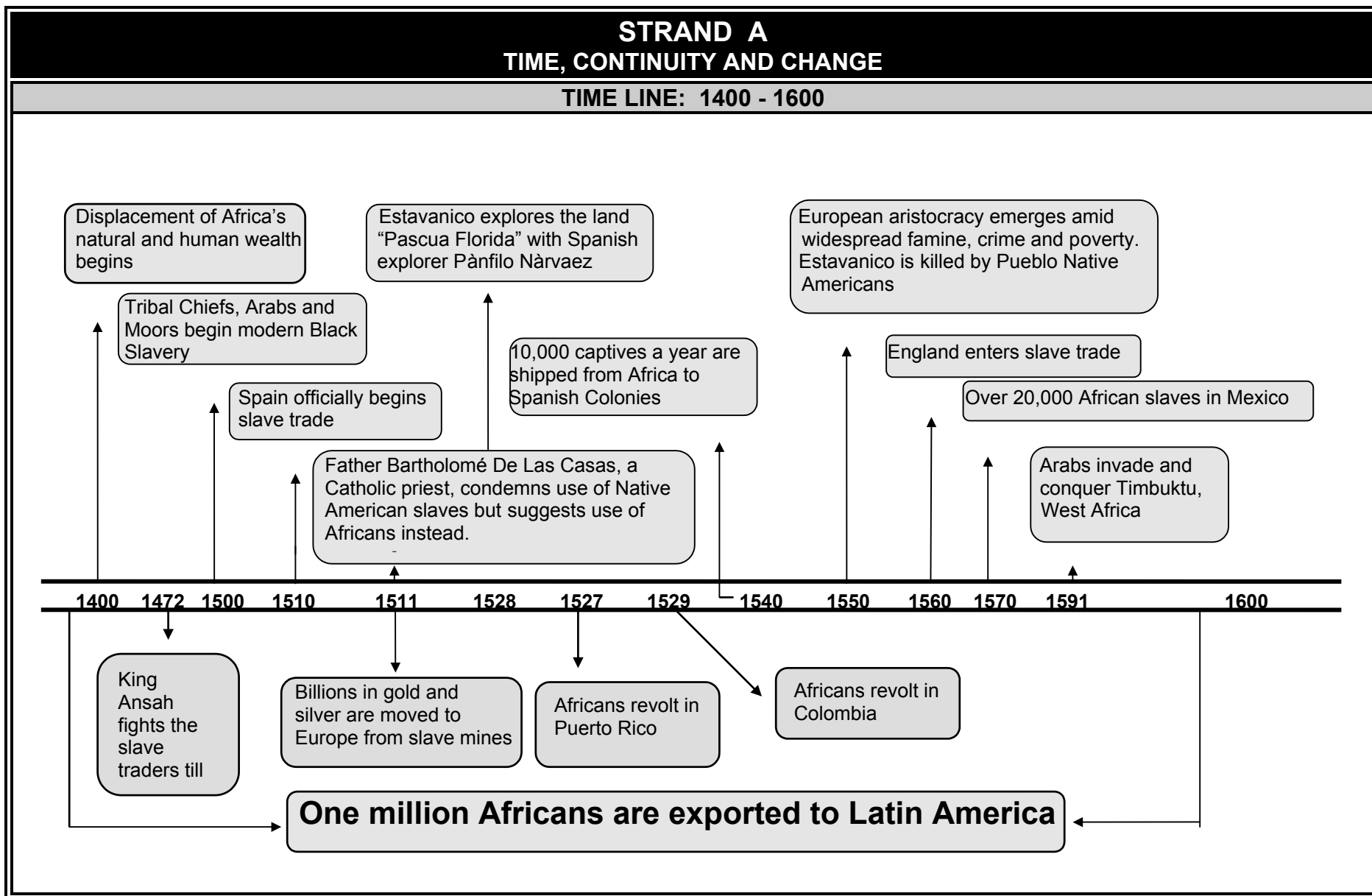
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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
African Resistance (1470 - 1800)	<ul style="list-style-type: none"> ➤ 1540 - 10,000 captives a year are shipped from African to Spanish Colonies. ➤ 1560 - England enters slave trade. ➤ 1591 - Arabs invade and conquer Timbuktu, West Africa. ➤ 1626 - Queen Nzingha of Angola declares war against all slave traders and continued her resistance until 1656. ➤ 1642 - Africans lead several revolts in the Americas during the period of enslavement from 1642 - 1779. ➤ 1787 - The King of Almammy, a Senegalese ruler, outlaws the slave trade in his kingdom. ➤ 1787 - United States Laws affirm Black subordination. ➤ 1787 - Founding of Black America with the “Free African Society”. First step of enslaved people toward South and North social organization and recognition.

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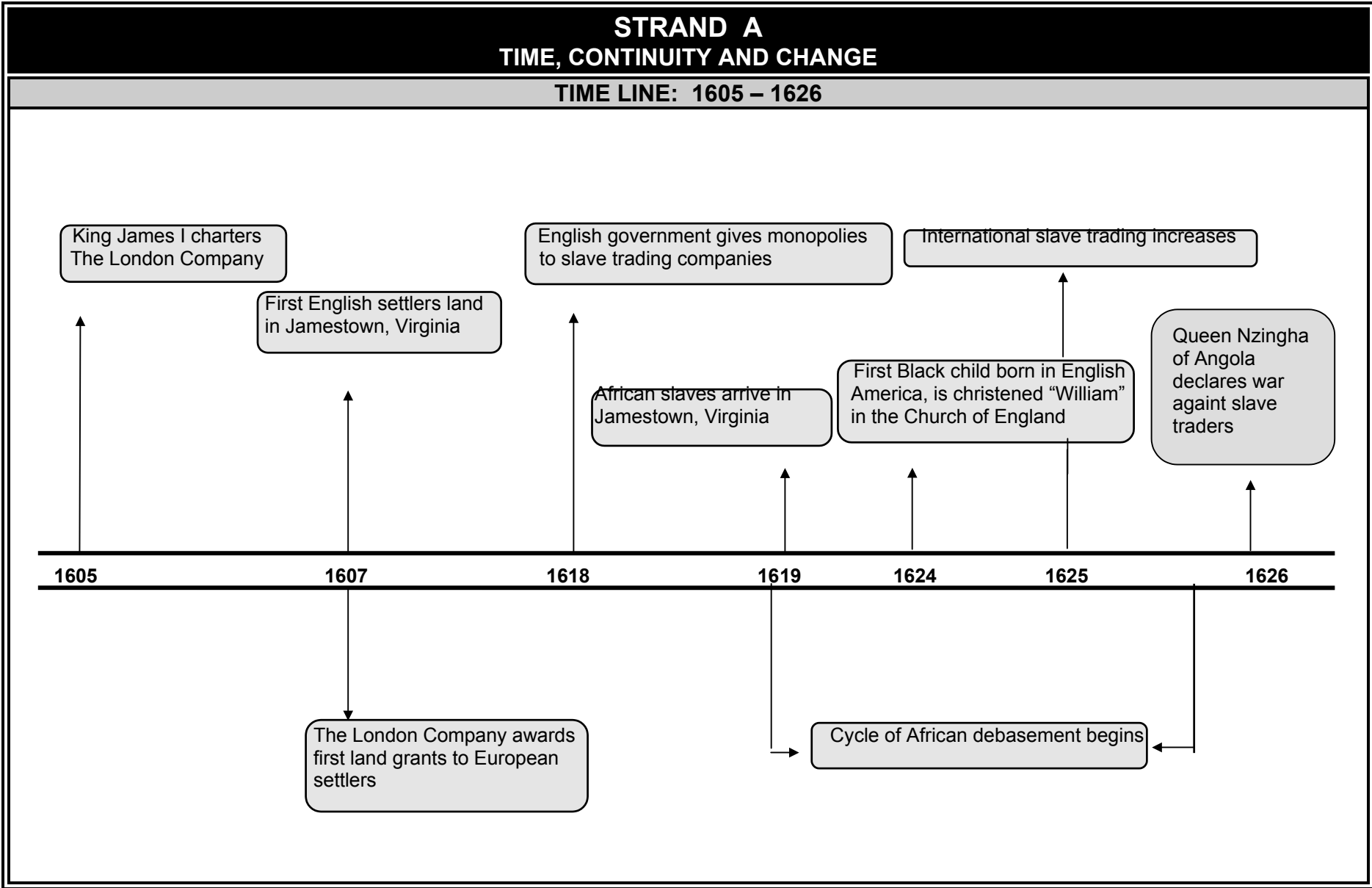
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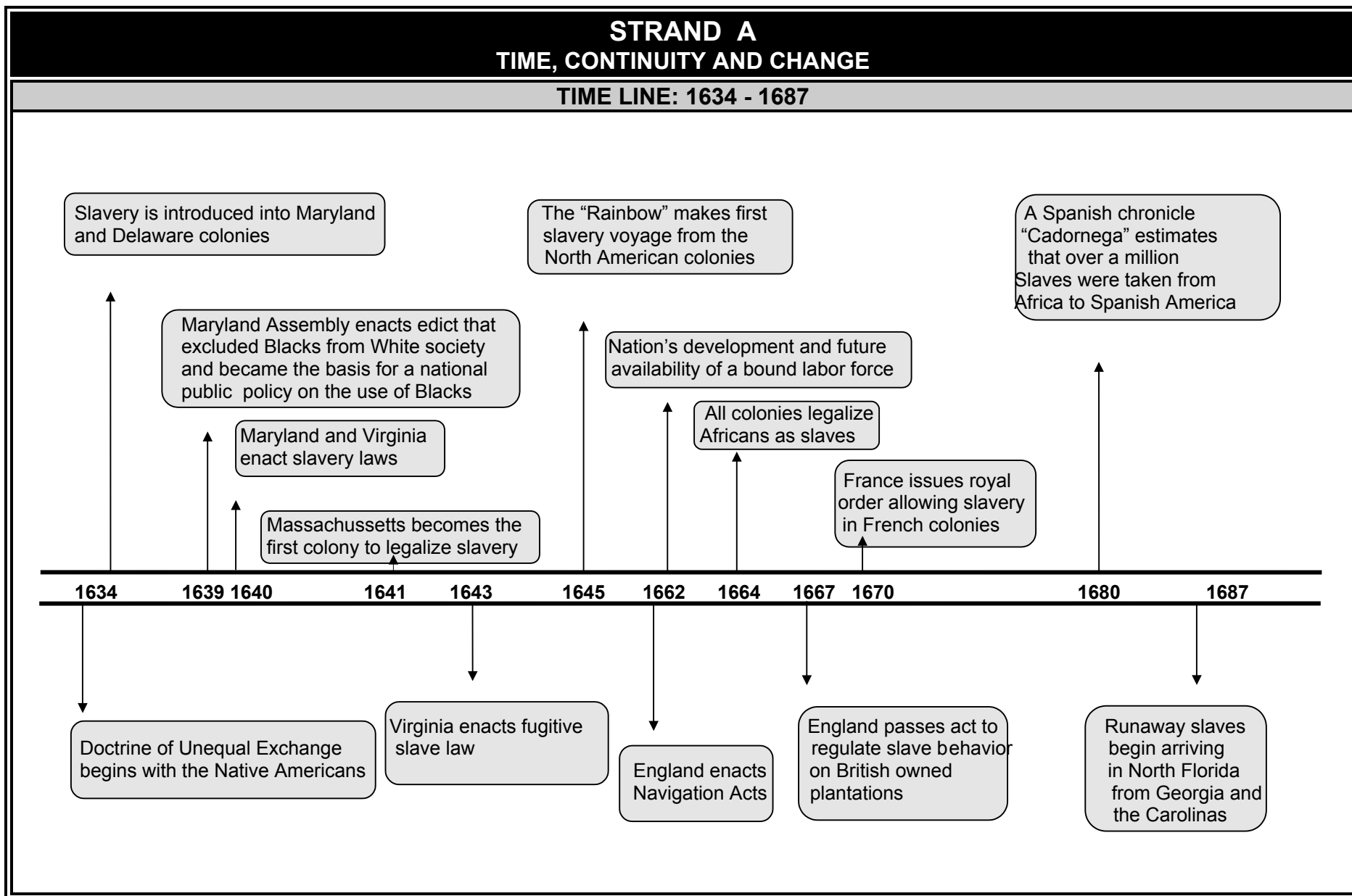
TIME LINE: 1400 - 1600



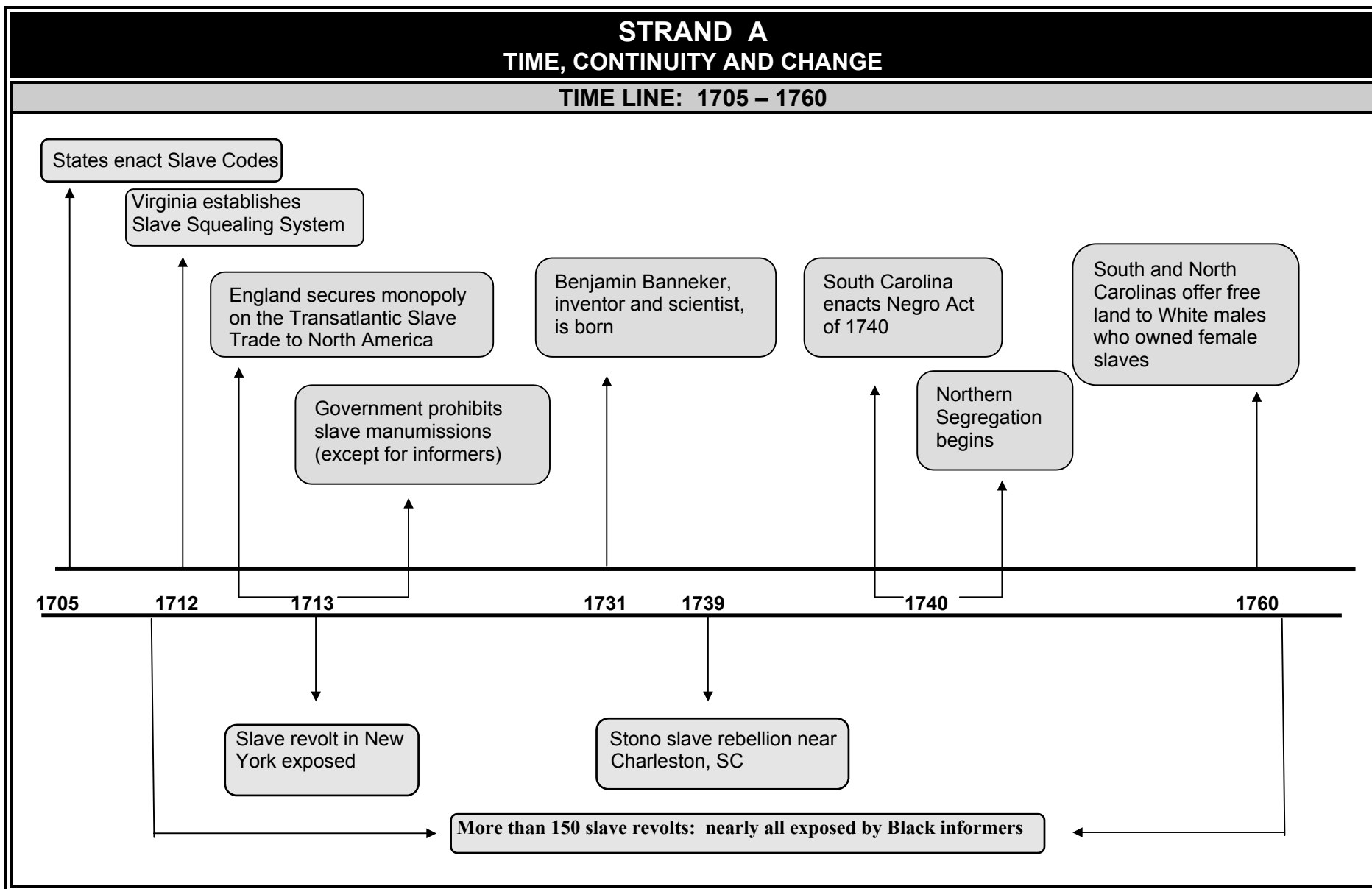
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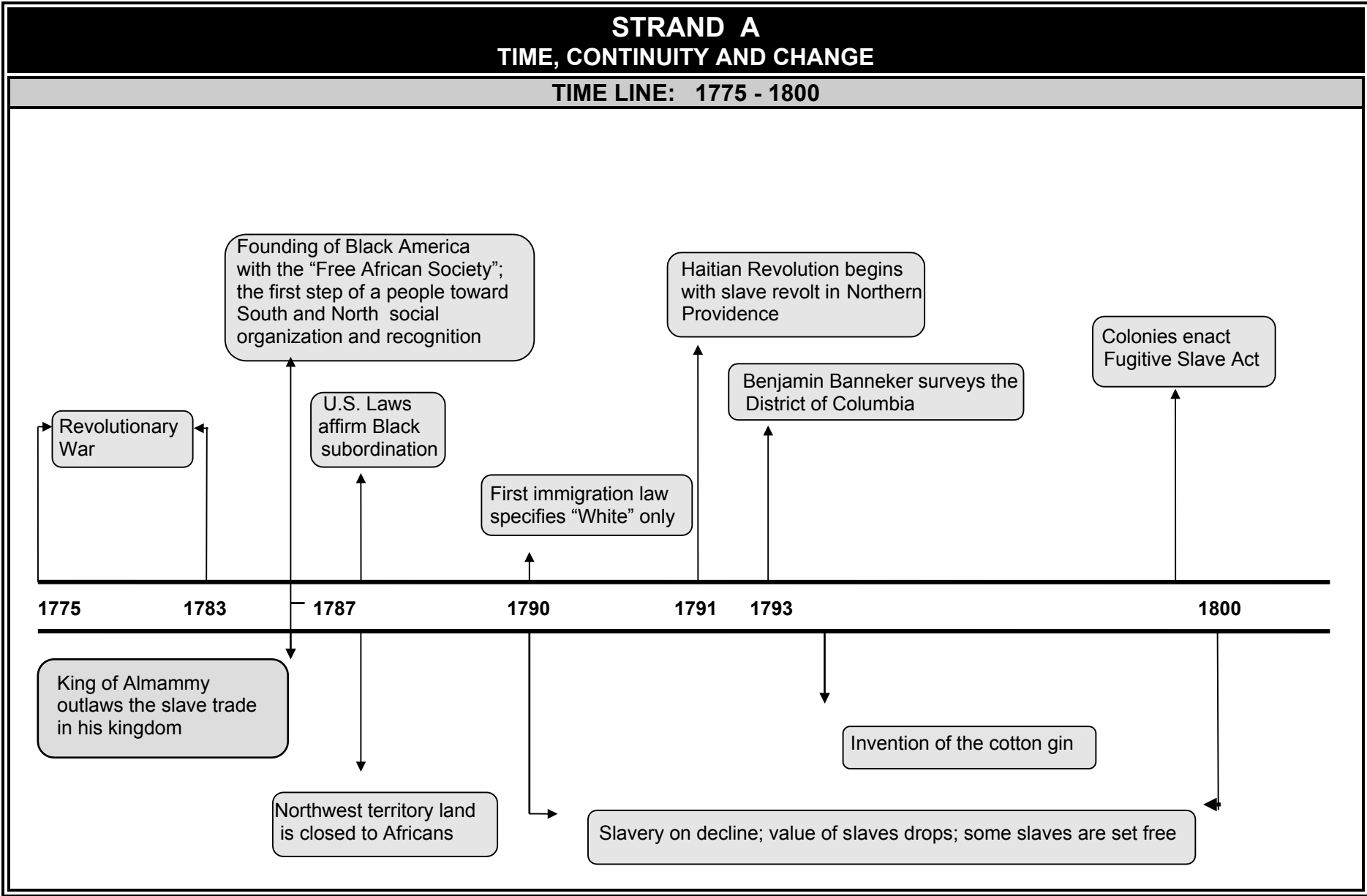
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INFUSION POINT	DEFINITION OF KEY TERMS
<p>African Resistance (1470 - 1800)</p>	<ul style="list-style-type: none"> ➤ Angola - A country in Southwest Africa. ➤ Benin - A country in West Africa. ➤ Chattel Slavery - Slaves are considered the property of the owner -- not considered members of the family. ➤ Congo - A country in Central Africa. ➤ Fante - A cultural group in West Africa. ➤ Ghana - A country in West Africa. ➤ Nigeria - A country in West Africa. ➤ Portuguese - The people, culture and language of Portugal. ➤ Senegal - A country in West Africa. ➤ Treachery - Violation of trust.

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RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Compose an account of slave resistance against European enslavement. Present the account in the form of an epic poem.
- Compare and contrast Biblical slavery with chattel slavery.
- Write a news account of a sighting of a Portuguese slaver in the sight of Benin. Include who, what, when, where, why, and how clues.

Social Studies

- Debate how the idea of European negotiations lead to African rebellions.
- Construct a physical/political map of Africa. Include all major physical features including the major natural resources of the regions.
- Make a chart that describes the kings and queens of ancient Africa.
- The Diaspora: Report on the connections between Africa and the following places: Puerto Rico, Colombia Mexico. Panama. Cuba.

CURRICULUM INFUSION

Mathematics

- Construct a timeline of African Resistance between 1470 – 1800.
- Determine the length of the West African coastline.
- Plot the distances between the following places on a map: Portugal to Ghana; England to Benin; Portugal to Republic of the Congo; France to Angola; England to Senegal.

Science

- Examine a piece of gold. Explain why gold was such a valuable natural resource to both the Africans and to the Europeans.
- Explain the chemical formula of silver. What are its properties and how was silver used by the Europeans?
- Report on how the Willow family yields salicylic acid- and Kolin. The Kolin plant has been used to treat diarrhea. Today Kolin is the active ingredient in Kaopectal.
- Describe the chemical composition of the Kolin plant and explain how it was used to treat illness that existed thousands of years ago.

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RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the Internet and media sources, prepare a position paper on the relationship between the African leaders and the community they guide.
- Prepare a report on the different terrains of Africa.
- Document the instances of rebellion that Africans endorsed in order to fight the enslavement process.

Humanities/Arts

- Develop a scrapbook on African music in the African Resistance to Slavery period.
- Document the visual arts/paintings from this era.
- Document the music from this era. Compare and contrast the music and visual arts of Africa and Europe and South America.
- Highlight the jewelry and its artistic influence on African culture during the resistance to slavery.

CURRICULUM INFUSION

Critical Thinking Skills

- Conduct an interview with a "Griot."
- Prepare an interactive journal on the content of this unit.
- Prepare a scrapbook on the lives of African leaders in the Twentieth century.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>African Resistance (1470 - 1800)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to research and orally present what they believe the following leaders of each country listed below would have said about the slave trade: <ul style="list-style-type: none"> Leader of Senegal Leader of Ghana Leader of Benin Leader of Nigeria Leader of Congo Leader of Angola 2. Students will be assessed on their comprehension by completing vocabulary tests and a short essay. 3. Students will be assessed on their ability to accurately document, in a time line, the development and process of African resistance to slavery in Africa. A multiple choice format can be utilized.

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INFUSION POINT

RECOMMENDED STUDENT EVALUATION

African
Resistance
(1470 - 1800)

Pre/Post Assessment

- K. CURRENT KNOWLEDGE – FORMATIVE
 - Use a teacher made assessment instrument.
 - Assess knowledge of the slave routes.
 - Assess knowledge of the African nations whose populations were involved in the slave trade.

- W. WHAT IS TO BE LEARNED? PROCESS
 - Use unit content and formulate assessment items.
 - Use journals, presentations, portfolios in the process.

- L. WHAT WAS LEARNED? SUMMATIVE
 - Use journals, portfolios to assess gains.
 - Use multiple choice exams.
 - Use product evaluation.
 - Use research papers and assess with a matrix.

