

WEBQUEST: TRANSATLANTIC SLAVE TRADE

NAME: _____ PERIOD: _____

Directions: Visit Ms. G's webpage (<http://ptmsgiaquinto.weebly.com>).

- Place your cursor over the "Chapter Calendar" heading
- Hover the arrow over "New Empires in North America"
- Click on the subpage named "WebQuest: Trans-Atlantic Slave Trade." Use the links to complete this handout.

STEP ONE: Determine the Main Idea

Using Chapter 2, Section 5 (pp. 58-61) in your textbook, answer this "Main Idea" question:

1. What prompted the demand for a new labor force? (Two reasons)
 - a. DROP IN NATIVE POPULATION AS A RESULT OF EUROPEAN DISEASES
 - b. PLANTATION OWNERS NEEDED A CHEAP WORK FORCE
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STEP TWO: The Atlantic Migration

Click on "The Atlantic Migration" button on the website. Analyze the chart and answer the following questions:

2. What time period saw the greatest amount of enslaved Africans? 1701-1800
3. What was the total known population of Africans enslaved throughout the existence of the slave trade?

11,313,000

STEP THREE: The Development of the Trade

Click on "The Development of the Trade" button on the website. Read the webpage and answer the following questions:

4. For the first one hundred years of the Atlantic Slave Trade, to what continent were most slaves transported?

EUROPE (PARAGRAPH 2)

5. In what year did Africans become a part of every expedition to the American Spanish colonies?

1492 (PARAGRAPH 5)

6. For what three reasons were Africans brought to the Hispaniola and the Mexican Plateau?
- TO GROW SUGAR
 - MINE GOLD
 - DRAIN THE SHALLOW LAKES OF THE MEXICAN PLATEAU (PARAGRAPH 5)
7. List the crops that were introduced in the seventeenth century (1600s) that increased the demand for more slaves.

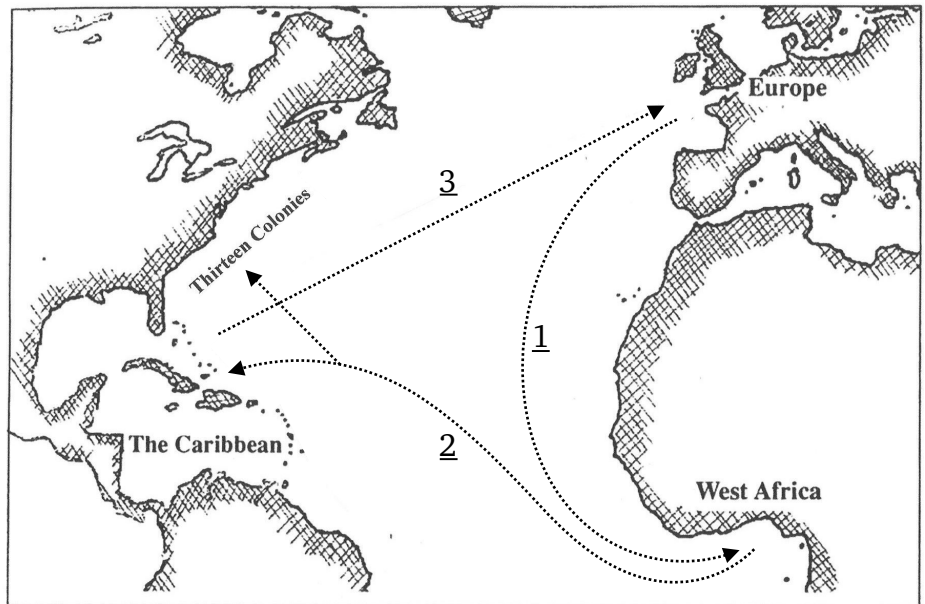
INDIGO, RICE, TOBACCO, COFFEE, COCOA, AND COTTON (PARAGRAPH 6)

8. In what year did Great Britain and the United States ban the Atlantic Slave Trade? 1807

STEP FOUR: Triangular Trade

Click on "Triangular Trade" button on the website.

9. Using information from the first paragraph, draw the triangular trade using three arrows on the map to show the three legs of the Triangle Trade.



10. Label each leg correctly.
(1=first, 2=second, 3=third)

11. Describe the each leg of the Triangular Trade.

FIRST LEG

EUROPEAN SHIPS BROUGHT MANUFACTURED GOODS TO AFRICA

SECOND LEG

EUROPEAN SHIPS TRANSPORTED AFRICAN MEN, WOMEN, AND CHILDREN TO THE AMERICAS

THIRD LEG

THE AMERICAS EXPORTED SUGAR, RUM, COTTON, AND TOBACCO PRODUCED BY THE ENSLAVED LABOR FORCE TO EUROPE

12. Using the third paragraph, how long did the middle passage journey last? 1-3 MONTHS

13. Using *ONLY* paragraphs 3, 4, 5, & 7 (skip paragraph 6), write five sentences describing the conditions during the middle passage journey.

- Ships were overcrowded because they took more people than they were allowed.
- They were treated as animals like when they were branded and stripped naked.
- They lived in their own filth and in the extreme heat.
- They were whipped and tortured with hot coals or by forcing them to do things.
- They lived among diseases, like dysentery or smallpox, and malnutrition.
- The dead were thrown overboard to prevent further sickness.

STEP FIVE: The Thirteen Colonies

Click on “The Thirteen Colonies” button on the website. Analyze the chart and answer the following questions:

14. List the 3 states that had the highest slave population in 1680.

- VIRGINIA (3,000)
- MARYLAND (1,611)
- NEW YORK (1,200)

16. List the 3 states that had the highest slave population in 1740.

- VIRGINIA (60,000)
- SOUTH CAROLINA (30,000)
- MARYLAND (24,031)

15. List the 3 states that had the lowest slave population in 1680.

- CONNECTICUT (50)
- DELAWARE (55)
- NEW HAMPSHIRE (75)

17. List the 3 states that had the lowest slave population in 1740. (exclude Georgia)

- NEW HAMPSHIRE (500)
- DELAWARE (1,035)
- PENNSYLVANIA (24,031)

18. What conclusions can you draw from this data?