

## **African Societies and Their World Views**

### **West Africa**

**empires** = several territories are controlled by one government.

Horses and metal weapons → cavalry → empires = **military**

Gold, ivory, pepper trees, kola nuts, and printed cotton cloths (all from the forests) = **trade**

### **West African World Views**

Humans had to understand the powers and the will of the gods (created by the creator god) and pay homage so that the natural forces would be kind and work harmoniously = **West African world view about the power and will of the gods.**

Older people must be treated with respect so that their spirits would later provide their descendants with guidance and wisdom; if disrespected, they would cause harm instead = **West African world view toward older people.**

The social classes in West Africa = **nobles, non-nobles, and workers.**

### **Slavery Before and After 1400**

**slavery** = when a person is completely controlled by a master.

Slavery was considered normal = **how some viewed slavery before 1400.**

Not permanent; not based on race; slaves within their own culture (way of living and religions were thus familiar) = **what slavery was like before 1400.**

### **The Slave Trade in the Middle East and Africa**

Transporting slaves long distances was expensive = **why slave traders didn't trade slaves to faraway regions.**

### **Slavery After 1400**

Permanent; based on race; enslaved outside their own culture = **how slavery changed after 1400.**

After 1400, slavery became associated with **race**.

### **Inventions help the European slave traders**

Two inventions that helped the Europeans change the African slave trade = **astrolabe and caravel**.

### **Rights of African slaves**

Similarity between slaves before and after 1400 = **both groups were not free**.

Three ways that slavery before and after 1400 were different:

1. **Before, slaves usually stayed in own culture; after, sent to outside cultures.**
2. **Before, many races enslaved; after, mainly Africans.**
3. **Before, could work to become free; after, unable to become free.**

## **The European Slave Trade and Africa**

**Slave Coast** = nickname for West African coastline.

**Europeans bought African slaves from other Africans** = how Europeans usually got slaves.

Four major geographical areas where African slaves were taken = **Europe, North America, the Caribbean Islands, and South America**.

Cooperation of some Africans with European slave traders = **problem in West Africa caused by the slave traders**.

The place that imported the most slaves between 1400-1700 = **South America**.

The place that imported the second largest number of slaves between 1400-1700 = **Caribbean Islands**.

On the average, **10-20%** died on a slave ship.

From 1450-1860:

- a. **Approximately 11,700,000 people were taken from Africa.**
- b. **9,500,000 Africans survived the crossing.**

**Middle Passage** = the route across the Atlantic Ocean in which slaves from Africa were brought to the European colonies in the Americas.

**Astonishment → terror** = how Equiano felt when he was taken aboard the slave ship.

**Horrible stench under the decks** = why Equiano was unable to eat.

**He was beaten** = what happened to Equiano when he refused the food.

**Severely cut** = what happened to the African prisoners who tried to jump over the side.

**Like savages** = how Equiano thought the white people acted.

**Intolerable stench, crowded, filth** = living conditions of the Africans in the hold of the slave ship.

**Many Africans died** from breathing the loathsome smells in the air, which created a sickness that led to death.

The African prisoners jumped into the ocean **because they preferred death over their life of misery.**

The slaves who did not drown **were flogged unmercifully.**

## **The Development of Slavery in the United States**

### **Indentured Servants as a Solution to the Agricultural Labor Problem**

**Indentured servants** = people who signed a contract saying they would work to pay back the person who paid the cost of their ship's passage from Europe to the 13 Colonies.

An indentured servant's chance of living long enough in the Southern Colonies to gain his/her freedom was **only 1 in 5, or 20%.**

Many died **from back-breaking labor and disease.**

**Many indentured servants either ran away before finishing their contract (nearly impossible to find), or left their master's plantation to start their own farm** = why the use of indentured servants was not a successful solution to the Southern Colonies' labor problem.

### **Native Americans as a Solution to the Agricultural Labor Problem**

**European diseases killed many Native Americans- Native Americans did not have immunities to the many diseases brought to North America by the Europeans.**

**Native Americans knew the land well and could escape easily,** so the use of Native Americans as slaves was not a successful solution to the Southern Colonies' labor problem.

### **African Slaves as a Solution to the Agricultural Labor Problem**

In the **1650s**, the geographical regions with the most slaves were the **Middle and New England Colonies.**

In the **1750s**, most slaves were in the **Southern Colonies.**

## Slaves on Farms and Plantations

**Owners didn't want to beat their slaves to death** because buying them was expensive, so they were considered to be too valuable to do this.

A slave is whipped before going into the field → made to pick as fast as he can → cotton he picked is weighed that night → this is the minimum amount of cotton he would now be expected to pick each day = **How plantation owners found out how much cotton a new slave could pick in a day.**

**Plantation owners wanted to find the slave's capability in cotton picking** so that they would know when a slave was being lazy and needed punishing.

Slaves were expected to work in the fields **from the first light of day until it was too dark to see- with the exception of 10-15 minutes to eat lunch.**

**A slave could not leave the field** until an order was given by the driver to halt.

**A slave is punished by whipping** if they didn't pick their expected amount of cotton.

**When a slave picked more cotton than their expected amount,** this new weight would become their new expected daily amount.

After the weighing and the whippings, **the slaves must attend to their chores.**

Once a slave returned to their cabin, they **start a fire, ground the corn, and prepare supper, and lunch for the next day.**

Some of a slave's fears during cotton-picking time = **oversleeping, being caught lagging during the day, and approaching the gin house with his basket-load of cotton at night.**

## **Slave Labor Became Important to the South**

**75%** = how many Southerners owned no slaves at all.

**3%** = how many Southerners owned 20 slaves or more.

## The Environment and Slavery

**Subsistence farming meant it would be hard to feed an extra slave laborer, and because of very cold winters, there would not be much agricultural work for slave laborers** = not profitable = why New England farmers didn't use much slave labor.

**Not much work during cold winter months** = not profitable = why Middle Colony farmers didn't use much slave labor.

**Long growing season allowed for large plantations, which needed many field workers = why Southern Colony farmers used slave labor.**

### *Primogeniture*

**Primogeniture** (pry-mah-jen-ih-chur) = when a man died, this old British legal system stated that all his land went to his oldest son.

**Since the land was not divided up, a large labor force was continually needed, as the amount of crop land stayed the same from generation to generation = the effect of primogeniture on the agricultural work force.**

**To solve the problem caused by primogeniture for younger sons, fathers bought uncultivated land in the back country and give it to them.**

Effect of giving uncultivated lands to their younger sons = **increased demand for slave labor.**

### *The Cotton Gin*

Southern cotton growers couldn't fill the world demand for cotton **because it took too long to clean.**

**It would take a worker 50 days to clean 50 pounds of cotton by hand.**

**Cotton gin** = a machine that cleaned cotton 50 times faster than doing it by hand!

After the invention of the cotton gin, it only took a worker **1 day** to clean 50 pounds of cotton.

The first unintended effect of the cotton gin = **more land taken away from Native Americans.**

The second unintended effect = **increased demand for slave labor.**

### *The Cotton Gin and Domestic Slave Trading*

When slaves were sold from one region or state to another within the same country, it was called **domestic slave trading.**

### **Slavery Changed After the Revolutionary War**

#### *Attitudes About Slavery Changed, But Not About Africans*

**Although the Declaration of Independence said that all men were created equal, slavery went against this belief = why many Northerners did not agree with slavery during the Revolutionary War.**

**No one thought that African Americans, free or slaves, were worthy of being social or political equals.**

**The effect of the Revolutionary War on the:**

**North** = the war marked the end of slavery

**South** = passed new laws for punishing escaped slaves; slave-based agriculture still dominant.

**Abolitionists** = throughout the United States, these were the people that wanted slavery ended immediately everywhere.

## *Slavery as an Economic Issue Between the North and the South*

Some historians believe that rather than being against slavery for moral reasons, Northerners were concerned that having to pay for slave labor allowed Southerners to produce goods cheaper than they could.

**Slave state** = allowed slavery within its borders

**Free state** = didn't allow slavery within its borders

## *Important People in the Anti-Slavery Movement*

### **Nat Turner**

**Martyr** = someone who believes in something so much they are willing to give their lives for it.

Nat Turner was famous for **leading a rebellion against slaveholders**. He eventually surrendered and was tried and hung.

### **Frederick Douglass**

Frederick Douglass was famous for **becoming a great leader of the abolitionist movement, after escaping from being a slave for 21 years**.

**Abolitionists disliked the Fugitive Slave Act** because the money it cost to recapture escaped slaves or kidnap free African Americans was paid by the federal government.

### **Harriet Tubman**

Harriet Tubman was famous for **being a great "conductor" of the Underground Railroad after escaping slavery**.

**The Underground Railroad was not really a railroad**, but a group of anti-slavery people used railroad terminology as code for moving people south → north.

**Stations** = houses

**Conductors** = anti-slavery people who helped

### **Harriet Beecher Stowe**

Her book made people realize what life was like for slaves.

### **The Dred Scott Case**

He was a slave who sued for his freedom (he lost).

## **Native Americans and Mexican Americans**

Two groups who were on western lands before the white settlers moved there = **Native and Mexican Americans**

### *Treatment of Native Americans During Westward Expansion*

Two reasons white settlers moved to areas of land that were owned by Native Americans:

- 1. it was good farmland**
- 2. gold and silver had been discovered.**

One reason the U.S. wanted land that belonged to the Native Americans = **to build roads (railroads later).**

When too many settlers moved onto a reservation, **the U.S. government tried to solve the problem by buying the land from the Native Americans and making a different treaty with them.**

**Reservations** = the areas of land that were set aside for specific Native American tribes to use.

**“One Big Reservation”** = Native Americans were granted all the land west of the Mississippi River (first stage).

**“Concentration”** = tribes were taken from their traditional lands and made to live within geographic boundaries drawn on a map by the U.S. government (second stage).

**“Small Reservations”** = tribes were required to live on much smaller parts of the concentrated reservations than before (third stage).

### *Capability*

Disadvantage of Native Americans in capability = **not much access to firearms, cannons, etc.**

U.S. advantage in capability = **Army able to make superior weapons; recruited enemies of tribes.**

**The U.S. had the overall advantage in capability during the period of expansion.**

## Leadership

### **Leadership advantages and disadvantages of the Native Americans:**

**Advantages** = able to create successful tactics against soldiers with superior weapons.

**Disadvantages** = spoke different languages → hard to lead large group of tribes rather than separate small ones.

### **Leadership advantages and disadvantages of the U.S.:**

**Advantages** = experienced generals; central government.

**Disadvantages** = none

**The U.S. had the overall advantage in leadership during the period of expansion.**

## Resources

### **Advantages and disadvantages of the Native Americans in resources:**

**Advantages** = could take needed supplies straight from the land.

**Disadvantages** = reservations didn't have resources they were used to; not as much wealth, so they couldn't supply all their needs for a long war.

### **Advantages and disadvantages of the U.S. in resources:**

**Advantages** = large army; central government → \$ for supplies

**Disadvantages** = had to move resources long distances

**In general, the U.S. had the advantage in resources.**

## Motivation

### **Advantages of Native Americans:**

Strongly motivated because fighting for their families, homes, and land.

### **Disadvantages:**

Too trusting of the U.S. government, so didn't act quickly enough.

### **Advantages of U.S.:**

Wanted more land and make living conditions better for citizens.

### **Disadvantages:**

None

**Both the Native Americans and the U.S. were about equal in motivation because they both believed they were right.**

## Examples of United States Actions Toward the Native Americans

“People’s rights” were a problem for many tribal leaders.

## Treatment of Mexican Americans in the United States

The U.S. won the land that became **California, New Mexico, Texas, Utah, Nevada, Arizona, and part of Colorado** in the Mexican-American War.

**Treaty of Guadalupe Hidalgo** = Mexican citizens had the chance to become U.S. citizens.

Two areas Native Americans in Mexico advanced = **astronomy and architecture**.

Settlers felt they were entering a new cultural world:

**Spanish language, many holy days and rituals, different architecture style.**

How settlers got land from Mexican families = **stole the land**

**Mexican-American small farmers lost their land because they couldn’t show their deeds.**

**U.S. people were taxed on how much land they owned** (real property tax).

**Mexicans were taxed on the livestock/crops produced on the land.**

Replacing Mexican taxes with U.S. ones caused Mexican Americans to lose their land **because if crops were poor, they couldn’t pay.**

**Political power** = when a group of people elects representatives who help make laws that affect that group.

Two ways Mexican Americans did not have political power:

- **many of the wealthy families didn’t take part in politics.**
- **Didn’t serve in U.S. court system that decided whether land titles were legal.**

Mexican American families = not familiar with U.S. legal system = lost land because: **didn’t have lawyers, & didn’t understand rules about land distribution.**

