

NAME:

BLOCK:

- CENTRAL HISTORICAL QUESTION -

WHAT WAS THE NATURE OF THE WORLD IN THE 16TH CENTURY?

PICTURED BELOW: World map from the Dutch explorer, cartographer, astronomer and painter Johannes Ruysch published in 1507. Ruysch's work is the second oldest known printed map showing the New World.



LESSON OBJECTIVE(S)

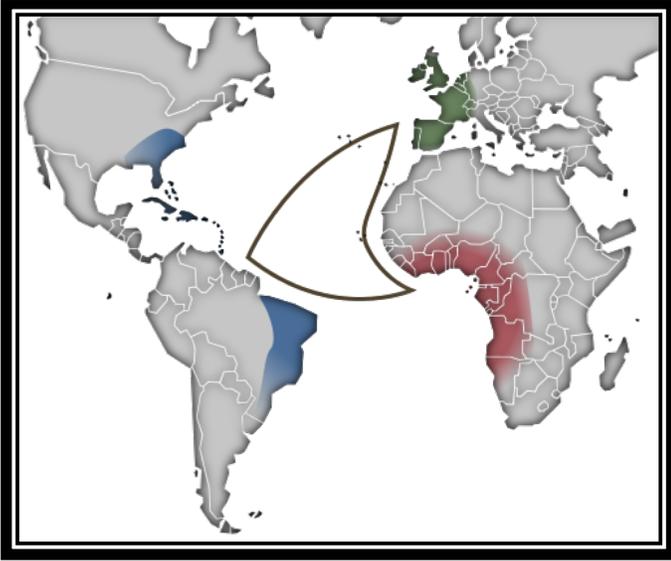
1.) GENERATE questions about the nature of the world in the 16th century

PART I: DO NOW & DEBRIEF

DIRECTIONS:

THE MIDDLE PASSAGE:

The enslaved African's experience through the Atlantic Ocean from Africa to the American continents



The duration of the transatlantic voyage, also known as *The Middle Passage*, varied widely, from one to six months depending on weather conditions. The journey became more efficient over the centuries; while an average transatlantic journey of the early sixteenth century lasted several months, by the nineteenth century the crossing often required fewer than six weeks.

The African slave trade was preceded by slave trade among the African peoples. Often, the spoils of war would include able-bodied men and women from the enemy's village, who were taken and used as unpaid labor for the victors. In addition, the lowest classes of people in Africa were treated as subhuman, and often their labor, even in their own village, was unpaid, and/or forced labor that was mandated by the chief, and endorsed / practiced by the entire village. The opportunity to sell these slaves, or trade them for goods that were not available in Africa, was a natural extension of the treatment these people were receiving in their own home. This allowed the slave trade to flourish thoroughly, since there was initially little to no opposition among the African people.

However, other accounts of the slave trade led some to believe that the Africans were not accustomed to selling their people, enemies or otherwise, and that they were actually corrupted by the Europeans. Ludwig Romer's account of the many interactions of Europeans and Africans in Africa, especially concerning the Middle Passage, cast reasonable doubt over the continued willingness of the Africans to sell other Africans into slavery. He quotes the Africans on the coast of Guinea, a major slave port, as saying that they had begun to regret selling human beings, because they were not benefitting as much as the Europeans from this trade, and were beginning to see how sending the slaves to a new country, where they would be even more alienated and abused, was immoral and cruel.

African kings, warlords and private kidnappers sold captives to Europeans who held several coastal forts. The captives were usually force-marched to these ports along the western coast of Africa, where they were held for sale to the European or American slave traders in the barracoons. Typical slave ships contained several hundred slaves with about thirty crew members.

The male captives were normally chained together in pairs to save space; right leg to the next man's left leg – while the women and children may have had somewhat more room. The captives were fed beans, corn, yams, rice, and palm oil. Slaves were fed one meal a day with water, but if food was scarce, slaveholders would get priority over the slaves. Sometimes captives were allowed to move around during the day, but many ships kept the shackles on throughout the arduous journey.

Most contemporary historians estimate that between 9.4 and 12 million Africans arrived in the New World. Disease and starvation due to the length of the passage were the main contributors to the death toll with amoebic dysentery and scurvy causing the majority of deaths.[citation needed] Additionally, outbreaks of smallpox, syphilis, measles, and other diseases spread rapidly in the close-quarter compartments.

The rate of death increased with the length of the voyage, since the incidence of dysentery and of scurvy increased with longer stints at sea as the quality and amount of food and water diminished. In addition to physical sickness, many slaves became too depressed to eat or function efficiently due to loss of freedom, family, security, and their own humanity.

After reading this excerpt and looking at the chart to the right, respond to the following question in the DO-NOW space of the handout:

How would you describe the nature of the world in the 16th century?

	Spain / Uruguay	Portugal / Brazil	Great Britain	Netherlands	U.S.A	France	Denmark / Baltic	Totals
1514-1525	0	637	0	0	0	0	0	637
1526-1550	2,112	2,113	0	0	0	0	0	4,225
1551-1575	2,844	5,199	94	0	0	0	0	8,137
1576-1600	36,469	67,128	0	1,282	0	0	0	104,879
1601-1625	68,194	252,097	0	1,829	0	0	0	322,119
1626-1650	33,154	106,678	522	10,765	0	0	150	241,269
1651-1675	973	234,530	6,853	35,020	0	702	0	278,079
1676-1700	3,407	214,251	40,542	32,381	0	2,758	0	293,340
1701-1725	0	235,340	48,011	29,751	0	18,080	0	331,183
1726-1750	0	306,812	146,000	23,678	5,210	75,281	0	556,901
1751-1775	284	340,296	80,792	53,372	0	171,241	0	654,984
1776-1800	1,578	482,034	134,564	7,776	770	194,842	492	822,056
Totals	149,014	2,338,116	457,378	203,854	5,980	462,905	642	3,617,888

PART II: QUESTION FORMULATION

DIRECTIONS: Read the “Question-Focus (Q-Focus) below. Follow each step in your small group.

Q-FOCUS:

*“The world embraced slavery
in the 16th century.”*

STEP 1: REVIEW THE RULES

The rules of the Question-Formulation Technique are as follows:

- 1.) Ask as many questions about the **Q-FOCUS** as you can.
- 2.) Do not stop to discuss, judge or answer the questions.
- 3.) Write down every question exactly as it is stated.
- 4.) Change any statement into a question.

STEP 2: PRODUCE QUESTIONS

- 1.) Follow the QFT rules
- 2.) Ask questions about the Q-Focus & write them down in the box below **and** on the yellow pad.
- 3.) List and number your questions

STEP 3: CATEGORIZE YOUR QUESTIONS

1.) Review your list of questions and mark the open-ended questions with an O and the closed-ended questions with a C

2.) Name advantages and disadvantages of asking the closed-ended and the open-ended questions

ADVANTAGES OF OPEN ENDED QUESTIONS	DISADVANTAGES OF OPEN ENDED QUESTIONS	ADVANTAGES OF CLOSED ENDED QUESTIONS	DISADVANTAGES OF CLOSED ENDED QUESTIONS

3.) Change one closed-ended question into an open-ended, and change one open-ended question into a closed-ended question.

STEP 4: PRIORITIZE YOUR QUESTIONS

1.) Choose the three most important questions from your list. Mark them with an “X.”

2.) What is your reason for selecting the Q’s?

3.) How might these questions improve the quality of an academic conversation based around the Q-Focus?

4.) How will you go about researching your questions?

HOMEWORK

First, begin researching the questions that you and your group came up with. Second, In the space below, Write a 4 sentence paragraph about how you may use your questions in your group’s upcoming conversation.
