

Qns. re '13 facts about slavery in Africa'

name: _____ hr: _____

1. How were the 17th century (17th century = _____ - hundreds) bones of 3 African slaves traced back to their countries of origin?
2. Until recently, what *could* be known about the 12 million African slaves sent to the New World, and what could *not* be known?
3. How is the trans-Atlantic slave trade related to the spread of European diseases in the New World?
4. (a) What did Europeans need in order to produce new goods, and/or up 'til then, luxury goods more abundantly?

- (b) What were those new goods and/or luxury goods? _____
5. The article, drawing on an essay by David Eltis, says, "neither Africans more Europeans would enslave members of their own societies". If that's true, according to the article, how is it then, that there was a slave trade in Africa?
6. A little bit of review: the article says Europeans were 'riding the crest of ocean-going technology'. What did we talk about in Unit 1 as the technology that made ocean-going possible for Europeans?
7. What is the article's purpose, or point, when it says that the Vili traders, and the Efik, and the Kingdom of Dahomey and Imbangala, "all had strict conceptions of what made an individual eligible for enslavement." How does that relate to the statement, "The make up of slaves purchased on the Atlantic coast thus reflected whom Africans were prepared to sell [...]".
8. What are some of the things said about what happened during, and the conditions of, the voyages.
9. (a) What numbers are given for how many people left Africa _____ And how many survived the trip? _____
- (b) Why did so many die?
10. About when did the trade end? _____ Which countries were then cracking down on it?
11. How did the trade affect how Africans thought about themselves?

Video Guide re Crash Course video re Columbian Exchange name: _____

date: _____ hr: _____

Since Columbus the number of plant and animal species has _____ and the variation in plant and animal species has diminished _____.

What are the four categories that the video breaks things down into?

DISEASES

What was the response of Native Americans to the arrival of Europeans? _____ The main 'culprit' was _____.

What is/are the 'secondary effects' of European diseases on Native Americans? _____.

What disease went from the NEW World ~~to~~ the OLD? _____ How did that disease (possibly) affect Europe?

What *else* did Native Americans 'give' to Europe that was harmful to Europeans? _____

How did giving cigarettes to WW2 soldiers work out?

ANIMALS

Animals imported TO the Americas, like pigs, cows, and horses were _____. Explain below.

Pigs: _____

Horses: _____

PLANTS

New World plants _____ changed the lives of Africans, Asians, and Europeans.

What food was not possible in Italy until the Columbian Exchange? _____ These New

World crops led to what was probably the greatest _____ in history.

The world population _____ between 1650 and 1850.

An acre and a half of potato cultivation could feed an Irish family _____.

Where did manioc/cassava become an important crop? _____

What crops was the 'poor person's staple' in China? _____ How is a lot of corn

used—even in places where people don't eat it? _____.

PEOPLE

The Columbian Exchange led to the _____ of the New World following the disease _____ of the initial encounter.

In the process the world's population became more genetically and ethnically _____, but

it also led to the horrors of _____.

In the space below, make up a version of the world the way it might have been if there had never been a Columbian Exchange: the New World was continuing on isolated from the Old, and vice versa.

First describe how the New World might be:

Now describe how the Old World might be:

