



#8638

## BLACK AMERICAN HISTORY SERIES VOLUME 1:

# PRE-SLAVERY

Grade Levels: 8-13+

60 minutes

PHOENIX MULTIMEDIA, INC. 1999

## DESCRIPTION

Examines Africa as the home of mankind, traveling chronologically from the birth of civilization to the beginning of the African slave trade. Discusses in some detail the great empires of Africa, including Egypt, Kush, Ghana, and others, and their contributions to commerce, religion, culture, and trade with Europe and the East. Portugal's explorers helped make slave trading the primary economy for many African tribes. Narration, still pictures, and maps help present pre-slavery Africa as a place of great political, cultural, religious, and agricultural advancements. The slave trade brought great change.

## ACADEMIC STANDARDS

### Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
  - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
  - Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs
  - Benchmark: Analyzes the effects that specific "chance events" had on history and specifies how things might have been different in the absence of those events
  - Benchmark: Understands how the past affects our private lives and society in general
  - Benchmark: Knows how to perceive past events with historical empathy

### Subject Area: World History

- ◆ Standard: Understands major trends in Eurasia and Africa from 4000 to 1000 BCE
  - Benchmark: Understands connections between the cultural achievements of early civilizations and the development of political and economic institutions (e.g., state authority, aristocratic power, taxation systems, and institutions of coerced labor, including slavery)

## INSTRUCTIONAL GOALS

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1. To explore pre-slavery African-American history.
2. To learn the tribal histories of Africa.
3. To study the earliest records of modern man.
4. To examine the beginning and the effects of the slave trade on Africa.

## VOCABULARY

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|---------------------|------------------|
| 1. anthropology     | 11. Homo sapiens |
| 2. antiquities      | 12. Islam        |
| 3. archaeology      | 13. monogoloid   |
| 4. Australopithecus | 14. mosque       |
| 5. Caucasoid        | 15. Muslim       |
| 6. DNA              | 16. Negroid      |
| 7. feudal state     | 17. pagan        |
| 8. hominid          | 18. paleology    |
| 9. Homo erectus     | 19. polygamy     |
| 10. Homo habilis    |                  |



## BEFORE SHOWING

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1. Look up and examine the words slave, slavery, slave trade and other related words in the dictionary and discuss the imagery and feelings the words bring to mind.
2. Discuss the classroom beliefs of the origins of modern man.
3. Discuss vocabulary words used in the video.

## AFTER SHOWING

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### Discussion Items and Questions

1. Discuss the two existing theories on the origins of modern man.
2. What were the influences of the following on African history?
  - a. Eve
  - b. Kush civilization
  - c. Assyrians
  - d. Axumites
  - e. Ghana Empire
  - f. Sundiata Keita
  - g. Mansa Musa
  - h. Mali Empire
  - i. The Tuareg
  - j. Songhai Empire
  - k. University of Sankore
  - l. Sunni Ali Ber
  - m. Askia Mohammed Ture
  - n. Askia Dawud
  - o. Prince Henry
  - p. Antam Goncalvez
  - q. Nuno Tristao
  - r. Gil Eannes
  - s. Lancarote de Freitas
  - t. Christopher Columbus
  - u. Pope Alexander VI
3. Discuss the following:
  - a. Islam, Paganism and Christianity in Africa
  - b. Role of the "Supreme Being" in African religions

- c. Lemba tribe
- d. Iron smelting
- e. Who is credited with the true beginning of the slave trade?
- f. Who was Prester John and how did he influence African exploration?

## Applications and Activities

1. Create a timeline, beginning with the first toolmakers—hominids. Include the following:
  - a. Other early humans and their contributions
  - b. African empires and their contributions
  - c. African civilizations and their contributions
  - d. Influences of African religions
  - e. Early contacts with Europeans
  - f. Influential Europeans of the time
  - g. Discoveries that affected Africa and the slave trade
2. Create a list of the inventions of early humans and list the importance of their inventions.
3. When European explorers first arrived in Africa they found a social and political structure similar to their own yet had no respect for the African culture.
  - a. Speculate on why the explorers exploited the land and its native people and why they felt this was acceptable.
  - b. Think about the following: Pope Alexander VI believed the new Spanish colonists needed to focus on the conversion of the “heathens.”
  - c. What role did the Catholic Church play in the slave trade?
  - d. How did the arrival of European explorers affect Africa?
  - e. Compare and contrast the attitudes of the explorers to occurrences and attitudes in modern day society.
4. Write a fictional journal entry exploring the feelings of one the following:
  - a. African father captured by a slave trader
  - b. African mother witnessing the capture of her teenage child by a slave trader
  - c. African child witnessing the capture of a parent by a slave trader
  - d. African child alone on a slave ship
  - e. Slave trader
5. Over several hundred years, more than fifteen million people were forcibly taken from their homeland. Lead a class discussion on how it would feel to be forcibly taken from your home and sold into slavery. Think about the reactions of your family and friends to your capture.
6. Research and lead a class debate on the Treaty of Tordesillas. What gave Spain and Portugal the right to claim the discovered lands?



## RELATED RESOURCES

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### Captioned Media Program

- Black American History Series Volume 2: Slavery #8639
- Black American History Series Volume 3: Reconstruction #8640
- The Spice Route #3665

### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **AFRICAN CIVILIZATION RESOURCES**

<http://www.icsd.k12.ny.us/highschool/library/africa.html>

Includes timelines and information on the different civilizations of Africa. Also included are links to a virtual classroom and to an Internet history sourcebook.

- **AFRICA HOMEPAGE**

<http://www.africahomepage.org/index.html>

This thorough site contains a wide variety of information on the African continent including: archaeology, culture, economy and language.

- **AFRIGENEAS: AFRICAN-AMERICAN GENEALOGICAL RESOURCES ON THE INTERNET**

<http://afrigeneas.com/links/index.htm>

Contains an extraordinary slave data collection. Explore slave surnames, records, cemeteries and slave narratives.

- **AFRICA RELATED SITES**

<http://www.cnn.com/WORLD/africa/sites.html>

Explore Africa via this CNN website. Learn about the countries of Africa and the current events going on within the countries.

- **THE LEMBA**

<http://www.haruth.com/JewsLemba.html>

Explore the history of the Lemba tribe. Included is historical information on the tribe's Jewish ancestry, articles and updates on current events going on with the tribe.