



Instructor's Manual Lesson 3

Genocide through Enslavement

This instructor's manual has been made with the following in mind;

- **To provide the instructor with maximum flexibility to edit and adopt the material based on his/her classroom requirements and audience.**
- **The audience is between the ages of 14 -18.**
- **The lesson would be between 45 to 60 minutes long.**

Learning outcomes:

- To learn about the Transatlantic Slave Trade
- To learn about the genocidal impact of the Transatlantic Slave Trade
- To think about the legacy of the Transatlantic Slave Trade in terms of racism against people of different faiths and different ethnicities and make connections with present day social issues
- To think about reframing language to deal with the latent discourse of racism

Slide 2

Allow students 3-4 minutes to come up with their own definitions of slavery. Bring the class back together and allow students to share some of their definitions. (See classroom discussion options at the end of this document).

Slide 3

Walk the students through the various definitions of slavery, but emphasize the difference between individual acts of enslavement and systemic acts of enslavement (which was the case of the Transatlantic Slave Trade).

Slide 4

Allow students 2-3 minutes to explore what they think the Transatlantic Slave trade was, and how it might differ from other acts of slavery.

Slide 5

Ensure that students understand that this act of enslavement was very brutal and often different from other institutions of slavery.

Enslaved people were cut off from their families, and their homes. They were forced to deny their cultural heritage, their names, and their religions/spiritualities. They were seen as racially "other" and inferior to their white owners. They were marked as 'racially' different by dint of their different religion and ethnicity, which was used as a mark of inferiority and justification for their enslavement. There were few laws (other than the Code Noir which often wasn't followed) that protected slaves from their owners' violence. Enslavement was often perpetual.

Slide 6

Another key element of the Transatlantic Slave Trade was "Triangular Trade" where enslaved people were turned into commodities that could be traded for raw materials that were then imported to Europe. These raw materials were made into goods that were traded in Africa for enslaved people. In this way, slaves became property; they were commodified.

Slide 7

Provide students with 3-4 minutes to discuss how they would define the word "race" and the ideas that they associate with the word.

Slide 8

Another key element of the Transatlantic Slave Trade was the solidification of "race" and "race thinking". It was in the colonial period that the idea of "race", as the differences between people based firstly on religious difference and eventually (also) on phenotype, became solidified. Associating dark skin, different religious and cultural practices and particular bodily characteristics with inferiority provided a justification for the slave trade and the enslavement of black people.

Slide 9

Allow students 1-2 minutes to think about what makes the Transatlantic Slave Trade an act of genocide.

Slide 10

Ensure that students understand, that from beginning to end, the lives of African slaves were seen as expendable. Go through how enslaved people were captured and the violence they experienced after capture.

Slide 11

Ensure that students understand that enslaved people were treated as property, and their owners had full control over their lives. Enslaved people experienced various forms of violence that resulted in the mass murder of enslaved black people.

Slide 12

Students should understand that even though the goal of enslavement was not genocide, this does not mean that genocide did not occur. The Transatlantic Slave Trade was institutionalized slavery, that was legal and condoned. Enslaved people were murdered in large numbers (intentionally and unintentionally); they were denied their cultures, religions, and languages, and they were subjected to brutal violence on a daily basis. Their lives mattered little. Genocide is not just physical killing but also destroying cultures, systems of knowledge, religions and languages.

1. Culminating Activity for Lesson 3 – Critical Study – Slavery in Another Civilization

Dr. Jonathan A. C. Brown and Dr. Abdullah Hamid Ali wrote a research paper titled [Slavery and Islam: What is Slavery?](#). Below is an excerpt from that paper

“In 1579. The minister was [Sokollu Mehmet Pasha](#), the grand vizier and de facto ruler of the empire during the time of three sultans. At the time of our visit, he had already been one of the empire’s richest and most powerful men for almost two decades. He was also a slave of the sultan. He was born in Bosnia, as were all his guards, who were also slaves of the sultan.¹”

- What is surprising to you from the above excerpt and why?
- As your homework, for the next week, put together a simple table outlining key differences and similarities of transatlantic slavery and slavery by some Islamic empires.

2. Culminating Activity for Lesson 3.

The instructor may provide reading materials on the history of the Transatlantic Slave Trade in the Caribbean and the United States. The instructor should ask the students to formulate two 150 – 200 words responses to the questions below after completing their readings.

¹ Slavery and Islam: What is Slavery? (n.d.). Retrieved from <https://yageeninstitute.org/en/jonathan-brown/slavery-and-islam-what-is-slavery/>

Case 1:

Explore the rights/laws that owners had over enslaved people. Choose one law to explore how institutionalized slavery facilitated in the genocide of enslaved people.

Case 2:

Research the history of slavery. Find similarities and differences between the Transatlantic Slave Trade and other forms of slavery that existed prior.

Discussion Activities Suggestions (Can be applied to any discussion questions in the lesson):

1. **Think-pair-share:** Students think about the question themselves and develop a response, they pair with a partner, and finally share their ideas with their partner.
2. **Small Groups:** Students get into groups of four and discuss the issue, the groups are then switched and two students from one group are moved to another group to discuss the new questions or expand on the previous questions.
3. ***Snowball:** Two students discuss the question and join with another two students to discuss their ideas in a group of four. Then the group of four joins another group of four to form a group of eight and this continues until a whole class discussion is formed.
4. **Teach-ok:** Students pair up and reteach main concepts to the class after the teacher has given a brief introduction to the topic.