

The Eastern Slave Trade between the Middle East, North Africa, & East Africa

Overview

In this lesson students will learn about the “forgotten” slave trade, the one that took place between the Middle East, North Africa, and East Africa. Students will begin by comparing verses from the Bible and the Koran that condone slavery. To further engage with the topic, students will then learn about various aspects of the Eastern Slave Trade by completing a jigsaw reading. As a culminating activity, students are asked to create a monument that will educate the world about this rarely discussed period in history.

Grade

9

Essential Standards for World History

- WH.2.5: Analyze the development and growth of major Eastern and Western religions
- WH.2.6: Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts
- WH.2.8: Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.
- WH.3.2: Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa.
- WH.4.4: Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa.
- WH.5.1: Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations.
- WH.5.3: Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment
- WH.6.1: Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions

Materials

- Bible and Quran verses dealing with slavery, attached
 - Teachers should cut the quotes into strips, and can store them in a separate envelope for each pair of students, prior to student arrival.)
- Introduction to the Eastern Slave Trade Reading, attached
- Jigsaw Readings, attached
 - Slavery and Islamic Law
 - Compared to the Atlantic Slave Trade
 - Elite Slavery
 - Female Concubines
 - Abolition
 - Source: http://www.bbc.co.uk/religion/religions/islam/history/slavery_1.shtml#h1 (edited for content and adapted by the Civic Education Consortium)

- Questions for Jigsaw Readings, attached
- Eastern Slave Trade Notes Handout, attached
- UNESCO Monument Handout, attached
- Sample Project Rubric (optional), attached
- Chart Paper or Poster Paper for monument projects
- Pens, colored pencils, markers
- Computers with internet access for additional research (optional)
- World History Textbook for additional research (optional)

Essential Questions:

- What was the Eastern Slave Trade?
- Who participated in the Eastern Slave Trade?
- How did the Eastern Slave Trade compare with the Atlantic Slave Trade?

Duration

Two 90 minute periods

Student Preparation

- Although the lessons contain some basic information about the Atlantic Slave Trade, it is best if this lesson is completed after students have already learned about the Atlantic Slave Trade. For lessons dealing with the Atlantic Slave Trade, visit the Consortium’s Database of Civic Resources.
- Depending on what has been covered in class already, it may be helpful to provide students with a short homework reading about the spread of Islam in Africa. A few examples can be found here:
 - http://www.metmuseum.org/toah/hd/tsis/hd_tsis.htm
 - <http://exploringafrica.matrix.msu.edu/students/curriculum/m14/activity3.php>

Teacher Preparation

The “Female Concubines” topic requires some sensitivity, as it is a mature topic that students may struggle to handle. Review the reading before using this lesson to determine if it is appropriate for your class and prepare students for respectful study of this information.

Procedure

Warm Up: Slavery in the Bible and the Koran

1. As a warm up, divide students into pairs and provide each pair with the attached “Bible or Koran?” quotes. (Teachers should cut the quotes into strips, and can store them in a separate envelope for each pair of students, prior to student arrival.) Instruct students to first skim through the quotes and discuss with their partner where they believe the quotes originate from (i.e., what document, book, etc.) After a few minutes, ask students to share what these quotes are about, based on their preliminary investigation. Next, ask each set of partners to share their best guess regarding where these quotes came from and what evidence makes them think this. After students have shared their thoughts, let them know that the quotes all come from one of two sources: the Bible and the Quran. Tell students their next task is to determine which quote stems from which religious book. Tell students to work with their partner to group all of the quotes they think are from the Bible together, and all that they think are from the Quran together. After five minutes, review the answers below and ask students to check their work:

- If a man strikes his male or female slave with a rod and he dies at his hand, he shall be punished. If, however, he survives a day or two, no vengeance shall be taken; for he is his property.
 - *Bible, Exodus 21:20-21*
- But the women, and the little ones, and the cattle, and all that is in the city, even all the spoil thereof, shalt thou take unto thyself
 - *Bible, Deuteronomy 20:14*
- And masters, treat your slaves in the same way. Do not threaten them, since you know that he who is both their Master and yours is in heaven, and there is no favoritism with him.
 - *Bible, Ephesians 6:9*
- (Show) kindness unto parents, and unto near kindred, and orphans, and the needy, and unto the neighbour who is of kin (unto you) and the neighbour who is not of kin, and the fellow-traveller and the wayfarer and (the slaves) whom your right hands possess.
 - *Quran, 4:36*
- God repulsed the disbelievers in their wrath; they gained no good. God averted their attack from the believers. God is ever Strong, Mighty. And He brought those of the People of the Scripture who supported them down from their strongholds, and cast panic into their hearts. Some ye slew, and ye made captive some.
 - *Quran, 33:25 – 26*
- O Prophet! Lo! We have made lawful unto thee thy wives unto whom thou hast paid their dowries, and those whom thy right hand possesseth of those whom God hath given thee as spoils of war.
 - *Quran, 33:50*
- It is not Al-Birr (piety, righteousness, and each and every act of obedience to God), that you turn your faces towards east and (or) west (in prayers); but Al-Birr is (the quality of) the one who believes in God, the Last Day, the Angels, the Book, the Prophets and gives his wealth, in spite of love for it, to the kinsfolk, to the orphans, and to the poor, and to the wayfarer, and to those who ask, and to set slaves free,
 - *Quran, 2:177*

2. Discuss the following questions:

- Did any of these results surprise you? Why?
- What do these quotes tell you about Christianity, Judaism and Islam in regards to slavery? Do you find this surprising? Why or why not?
 - *All three of the major monotheistic religions condone slavery. Answers will vary regarding whether students are surprised and why.*
- Are you surprised that such similarities exist between the Bible and the Quran? Do you think additional similarities might exist, beyond these passages regarding slavery? Explain.
 - *Teachers may want to consult http://en.wikipedia.org/wiki/Biblical_narratives_and_the_Qur%27an for a discussion of other similarities.*
- Many of you may be puzzled, since the act of enslavement is such a contradiction to what you might relate to religious values. Why do you think these religions condoned slavery?
 - *When they were founded, slavery was a common practice and integral to many societies. Universal Human Rights was not a concept at that point in history.*
- What do you already know about the Atlantic Slave Trade?

- *Answers can include people, places, terms, etc. This question is used to gauge prior knowledge of the Atlantic Slave Trade*
 - What do you know about the Eastern Slave Trade?
 - *Students probably will know little, if anything about the Eastern Slave Trade,*
3. Inform students that they will be learning about the “forgotten” slave trade – sometimes called the “Islamic Slave Trade”, “Arab Slave Trade”, “Ottoman Slave Trade” or the “Eastern Slave Trade”. For the purposes of this lesson, it will be referred to as the “Eastern Slave Trade”. After learning about various aspects of the Eastern slave trade, tell students that they will be creating a monument to the victims of the Eastern Slave trade as a way to educate others.

Eastern Slave Trade Jigsaw

4. To provide students with some historical context about the Eastern Slave Trade, distribute the attached “Introduction to the Eastern Slave Trade Handout” to each student. Read the handout aloud as a class and then discuss the following questions:
- How many people were enslaved in the Eastern Slave Trade?
 - *Approximately 11 to 12 million*
 - Why do you think the Eastern slave trade expanded as the Atlantic Slave Trade diminished?
 - *Answers can include but aren’t limited to: As the Atlantic Slave trade ended, there was less competition with the trade in the East, people who sold enslaved people to the Europeans needed new buyers, etc.*
 - How did Islamic beliefs moderate slavery? Do you think every Muslim followed the rules about proper treatment of slaves?
 - *Dictated that slaves were human beings, not merely property; limited who could be enslaved; banned the mistreatment of slaves; freeing an enslaved person was a virtuous act; Muslims were forbidden from enslaving other Muslims.*
 - Where did the people who were enslaved in the Eastern Trade live originally? How was this different from the Atlantic Slave trade?
 - *In the Eastern Trade, enslaved people were taken from East Africa, Central and Eastern Europe, and Central Asia. The Atlantic Slave Trade was supplied with slaves from West and Central Africa.*
- **Teacher Note:** Teachers may want to consider assigning the volunteers who will read prior to class starting. This can cut down on wasted minutes waiting for a student to volunteer. If your students focus well, another option is to have students read “popcorn style.” This involves choosing one student to read the first paragraph and when they’ve read as much as they like, they call the name of another student to pick up and continue at that place.
5. Explain to students that they will work with two different groups during the next activity. In their first group, students will work together to become “experts” on an assigned topic. Let them know they will be assigned one aspect of the Eastern Slave Trade that they will read about, discuss together, answer questions regarding, then create a short summary about what they learned. They will then regroup with new students and teach others in a second grouping. In their second group, students will summarize what they learned in their first group, while also learning about different aspects of the trade from their new group members. The group will then apply what they have learned to create a monument to the Eastern Slave Trade.

6. Divide students into 6 groups and provide each group with one of the attached “Eastern Slave Trade” readings: *Slavery and Islamic Law, Compared to the Atlantic Slave Trade, Economic Slavery, Elite Slavery, Female Concubines, and Abolition*. Assign the following roles for their first “expert group”:
 - Group Leader: ensures that the group stays on task and help focuses the discussion when groups are answering questions and creating their summaries.
 - Time keeper: keeps track of time and provides reminders of the time remaining to the group
7. Each group should read their assigned handouts aloud and each student should note interesting facts on their “Eastern Slave Trade Notes Handout”, as well as answer the attached questions and create a one or two-paragraph summary of their topic. Students will use this summary to teach their second group about their assigned topic.
 - **Teacher Note:** In order to save class time and to ensure mixed ability groups, teachers should determine groups before class starts. To make facilitation of the activity easier, it is helpful to copy the six readings on a different color sheet of paper. For the first expert groups, everyone in the group should have the same color handout. For the second project group, everyone should have a different color handout.
8. Provide students with 15 to 20 minutes to read, answer questions, and complete their summaries. While students are working in groups, circulate throughout the room to ensure students are on task, to answer any questions that may arise, and to gauge group progress.
9. Once expert groups have finished, instruct students to move to their second groups. Assign one student the role of timekeeper and tell him/her that the project group has 20 minutes to complete their first task. Instruct students to present to the group in the following order:
 - 1) Slavery and Islamic Law
 - 2) Compared to the Atlantic Slave Trade
 - 3) Economic Slavery
 - 4) Elite Slavery
 - 5) Female Concubines
 - 6) Abolition
10. Each expert should share their summary of what they learned, while the rest of the group takes notes on their “Eastern Slave Trade Notes Handout”. Repeat the process until their notes handouts are completed. Before allowing groups to work independently, remind students to be respectful while their group mates are sharing what they have learned about their assigned topic. If they have any questions, they should ask them once the presenter has finished his/her topic summary. While students are working in groups, circulate throughout the room to ensure students are on task, to answer any questions that may arise, and to gauge group progress.
11. Once everyone in the group completes their handouts, instruct students to remain in their project groups. In order to ensure that students are understanding the material, pose the following questions to the class:
 - What were some major differences between the Eastern Slave Trade and the Atlantic Slave Trade?

- What were some similarities between the two?
 - What was the most interesting thing you learned about the Eastern Slave Trade?
 - Why do you think that the Eastern Slave Trade is not as well-known as the Atlantic Slave Trade?
12. If there is time remaining, introduce the monument project (attached) and instruct students to go home and look at a few existing monuments so they can start brainstorming their project. While they are researching monuments, they should pay attention to the following questions:
- What is the purpose of the monument you viewed and how does it achieve this purpose?
 - What or who does the monument honor?
 - Why is the design significant? What does it represent?
 - Does the memorial consist of one part or many different parts?
 - Do you believe this monument is an appropriate way to honor its subjects?
 - Are there any symbols associated with the monument? What do they represent?
 - Are there people in the monument? Are the people historical figures or a composite of many people?

Day Two

Design a Monument

13. As a warm up, have the following quote projected and ask students to silently read and consider it:
- “We recognize the need to combat and eliminate the collective amnesia about Arab enslavement of Africans. In this respect, more research needs to be conducted on the subject of the Arab and Ottoman slave trade of Africans. More workshops need to be undertaken which will facilitate the conscientisation [awareness] of people in Africa and the wider world. Academics and scholars of African descent are called upon to play an active role in this.
Source: http://www.ncobra-intl-affairs.org/comments/DECLARATION_OF_THE_CONFERENCE_ON_ARAB_LED_SLAVERY_OF_AFRIC..pdf

Inform students that in 2003, a conference on Arab-led Slavery of Africans was organized by the Centre for the Advanced Studies of African Society (CASAS) and held in Johannesburg, South Africa. At the conference a group of scholars issued a declaration that included the statement they just read. Discuss:

- What do you think the authors of this statement mean by “the collective amnesia about Arab enslavement of Africans”?
 - If you were at this conference, what would you propose to combat this “amnesia”?
14. Tell students that in order to combat this historical “amnesia,” the United Nations Educational, Scientific and Cultural Organization (UNESCO) has announced a contest for people to design a monument to educate people about the Eastern Slave Trade. Provide each group with a copy of the attached “UNESCO Monument Contest” handout and rubric. Assign each student in the group a role, review the instructions as a class, and answer any questions, before allowing groups to work independently. Teachers should determine how much time to provide for the project. It is recommended that students have at least an hour to discuss, design, and create the monument.

15. Once all the groups have completed their projects, post the memorials around the room and instruct the class to participate in a gallery walk. Students should examine each memorial for 1 or 2 minutes, taking notes on what they learn from each memorial, what most strikes them, etc.
16. Next, have students present their projects to the class. Each group should explain their monument and why they made the design choices they made. Limit each presentation to 3-4 minutes and allow the audience to provide feedback regarding what they learned and/or what they liked.
17. Optional: Once all the groups have shared, teachers can optionally have students vote on which memorial they believe did the best job educating about the Eastern Slave Trade and fighting the “collective amnesia” that seems to surround it.
18. Debrief the lesson by discussing the following questions:
 - Why do you think people often hesitate to teach about or discuss slavery? Why do you think the Eastern Slave Trade in particular isn’t discussed or taught about commonly? Why is this important history to be aware of?
 - What did you learn about the Eastern Slave Trade?

Resources

- Arab Slave Trade: http://en.wikipedia.org/wiki/Arab_slave_trade
- Islamic Views on Slavery: http://en.wikipedia.org/wiki/Islam_and_slavery
- The East African Slave Trade:
 - <http://discoveringbristol.org.uk/slavery/routes/places-involved/east-indies/east-african-slave-trade/>
- Prah, Kwesi Kwass. Ed. *Reflections on Arab-Led Slavery of Africans*. Cape Town, SA: Casa Book Series, Print.

Bible or Quran?

- If a man strikes his male or female slave with a rod and he dies at his hand, he shall be punished. If, however, he survives a day or two, no vengeance shall be taken; for he is his property.
- But the women, and the little ones, and the cattle, and all that is in the city, even all the spoil thereof, shalt thou take unto thyself
- And masters, treat your slaves in the same way. Do not threaten them, since you know that he who is both their Master and yours is in heaven, and there is no favoritism with him.
- (Show) kindness unto parents, and unto near kindred, and orphans, and the needy, and unto the neighbour who is of kin (unto you) and the neighbour who is not of kin, and the fellow-traveller and the wayfarer and (the slaves) whom your right hands possess.
- God repulsed the disbelievers in their wrath; they gained no good. God averted their attack from the believers. God is ever Strong, Mighty. And He brought those of the People of the Scripture who supported them down from their strongholds, and cast panic into their hearts. Some ye slew, and ye made captive some.
- O Prophet! Lo! We have made lawful unto thee thy wives unto whom thou hast paid their dowries, and those whom thy right hand possesseth of those whom God hath given thee as spoils of war.
- It is not Al-Birr (piety, righteousness, and each and every act of obedience to God), that you turn your faces towards east and (or) west (in prayers); but Al-Birr is (the quality of) the one who believes in God, the Last Day, the Angels, the Book, the Prophets and gives his wealth, in spite of love for it, to the kinsfolk, to the orphans, and to the poor, and to the wayfarer, and to those who ask, and to set slaves free,

Many societies throughout history have practiced slavery, and Muslim societies were no exception. It's thought that as many people were enslaved in the Eastern slave trade as in the Atlantic slave trade. It's ironic that when the Atlantic slave trade was abolished the Eastern trade expanded, suggesting that for some Africans the abolition of the Atlantic trade didn't lead to freedom, but merely changed their slave destination.

It's misleading to use phrases such as "Islamic slavery" and "Muslim slave trade", even though slavery existed in many Muslim cultures at various times, since the Atlantic slave trade is not called the Christian slave trade, even though most of those responsible for it were Christians.

Slavery Before Islam

Slavery was common in pre-Islamic times and accepted by many ancient legal systems and it continued under Islam. According to scholar, Malise Ruthven, "Although Islam is much credited for moderating the age-old institution of slavery, which was also accepted and endorsed by other monotheistic religions, Christianity and Judaism, and was well-established custom of the pre-Islamic world, it has never preached the abolition of slavery as a doctrine."

How Islam Moderated Slavery

Islam's approach to slavery added the idea that freedom was the natural state of affairs for human beings and in line with this it limited the opportunities to enslave people, commended the freeing of slaves and regulated the way slaves were treated:

- Islam greatly limited those who could be enslaved and under what circumstances (although these restrictions were often evaded)
- Islam treated slaves as human beings as well as property
- Islam banned the mistreatment of slaves – indeed the tradition repeatedly stresses the importance of treating slaves with kindness and compassion
- Islam allowed slaves to achieve their freedom and made freeing slaves a virtuous act
- Islam barred Muslims from enslaving other Muslims

But the essential nature of slavery remained the same under Islam, as elsewhere. It involved serious breaches of human rights and however well they were treated, the slaves still had restricted freedom; and, when the law was not obeyed, their lives could be very unpleasant.

The Paradox

A poignant paradox of Islamic slavery is that the humanity of the various rules and customs that led to the freeing of slaves created a demand for new slaves that could only be supplied by war, forcing people into slavery or trading slaves.

Muslim Slavery Continued for Centuries

The legality of slavery in Islam, together with the example of the Prophet Muhammad, who himself bought, sold, captured, and owned slaves, may explain why slavery persisted until the 19th century in many places (and later still in some countries). The impetus [moving force] for the abolition of slavery came largely from [European] colonial powers, although some Muslim thinkers argued strongly for abolition.

Muslim Slaves Could Achieve Status

Slaves in the Islamic world were not always at the bottom of the social hierarchy. Slaves in Muslim societies had a greater range of work, and took on a wider range of responsibilities, than those enslaved in the Atlantic trade.

Some slaves earned respectable incomes and achieved considerable power, although such elite slaves still remained in the power of their owners.

Muslim slavery was not just economic

Unlike the Western slave trade, slavery in Islam was not wholly motivated by economics, or the need for slaves to work on giant plantations.

Although some Muslim slaves were used as productive labor it was not generally on the same mass scale as in the West but in smaller agricultural enterprises, workshops, building, mining, and transport.

Slaves were also taken for military service, some serving in elite corps essential to the ruler's control of the state, while others joined the equivalent of the civil service.

Another category of slavery was sexual slavery in which young women were made concubines, either on a small scale or in large harems of the powerful. Some of these women were able to achieve wealth and power.

These harems might be guarded by eunuchs, men who had been enslaved and castrated.

Where did the slaves come from?

Muslim traders took their slaves from three main areas:

- Non-Muslim Africa, in particular the Horn
- Central and Eastern Europe
- Central Asia

The legality of slavery today

While Islamic law does allow slavery under certain conditions, it's almost inconceivable that those conditions could ever occur in today's world, and so slavery is effectively illegal in modern Islam. Muslim countries also use secular law to prohibit slavery.

News stories do continue to report occasional instances of slavery in a few Muslim countries, but these are usually denied by the authorities concerned.

Slavery and Islamic law - Context

Islamic sharia law accepted (and accepts) slavery, as did other legal systems of ancient times such as Roman law, Hebrew law, Byzantine Christian law, African customary law and Hindu law. The world was very different in those days, and practices that seem profoundly unethical to modern minds were common and accepted.

During the formative stages of sharia (and for the next millennium at least) there was no conception of universal human rights anywhere in the world. Slavery was an established and lawful institution in many parts of the world throughout this period... **'Abdullahi Ahmed An-Na'im, Shari's and Basic Human Rights Concerns, in Liberal Islam, ed Charles Kurzman, 1998**

Slavery was too fundamental to the structure of Arabian society in the 7th century to be abolished easily. Doing so would have estranged many of the tribes that Muhammad sought to bring together, and severely disrupted the working of society.

Prohibiting slavery in the context of seventh-century Arabia apparently would have been as useful as prohibiting poverty; it would have reflected a noble ideal but would have been unworkable on an immediate basis without establishing an entirely new socioeconomic system. **Jacob Neusner, Tamara Sonn, Comparing Religions through Law: Judaism and Islam, 1999**

But this was a problem, since Islam placed a high value on human dignity and freedom.

The fact that slavery is a major concern in Islamic law no doubt stems from the prevalence of slavery at the time when Islam was instituted combined with the fact that the Qur'an clearly presents universal freedom and human dignity as its ideal society. Its recommendation that slaves be freed is on the same

plane as its recommendation that the poor be clothed and the hungry be fed. **Jacob Neusner, Tamara Sonn, Comparing Religions through Law: Judaism and Islam, 1999**

So the early Muslims restricted and regulated slavery to remove some of its cruelties, but accepted that it was legal.

... The most that sharia could do, and did in fact do, in that historical context was to modify and lighten the harsh consequences of slavery and discrimination on grounds of religion or gender...

Shari's recognized slavery as an institution but sought to restrict the sources of acquisition of slaves, to improve their condition, and to encourage their emancipation through a variety of religious and civil methods.

Nevertheless, slavery is lawful under sharia to the present day. **'Abdullahi Ahmed An-Na'im, Shari's and Basic Human Rights Concerns, in Liberal Islam, ed Charles Kurzman, 1998**

Is slavery still legal in Islam?

The answer is that slavery is legal under Islamic law but only in theory. Slavery is illegal under the state law of all Muslim countries.

Theoretically Islamic law lays down that if a person was captured in a lawful jihad or was the descendent of an unbroken chain of people who had been lawfully enslaved, then it might be legal to enslave them.

Nonetheless, should the legal condition for the enslavement of anyone be proven (because he had been taken prisoner fighting against Islam with a view to its extirpation and persisted in invincible ignorance in his sacrilegious and infidel convictions, or because there did exist legal proof that all his ancestors without exception had been slaves descended from a person taken prisoner conducting a warfare of such invincible ignorance) Islam would be bound to recognize such slavery as legal, even though recommending the freeing of the person and if possible his conversion, in this modern age. **Tabandeh, Muslim Commentary on the Universal Declaration of Human Rights, quoted in 'Abdullahi Ahmed An-Na'im, Shari's and Basic Human Rights Concerns, in Liberal Islam, ed Charles Kurzman, 1998**

In practice, it seems virtually impossible that there will ever again be a jihad that is lawfully declared according to the strict letter of the law, and there are no living descendants of lawful slaves, which means that legal enslavement is unthinkable.

The law on slavery

Islamic law recognizes slavery as an institution within society, and attempts to regulate and restrict it in various ways.

Different Islamic legal schools differ in their interpretation of Islamic law on slavery. Local customs in Muslim lands also affected the way slaves were treated.

In the merchant cities of South-East Asia the sharia helped forge a legal distinction between slave and non-slave unknown in the rural hinterland. More frequently, however, the application of the sharia outside the Middle East was tempered by local customs. This allowed Muslims in regions as distant as Somalia, India and Indonesia to argue for the maintenance of pre-Islamic and other local structures of slavery even if these ran counter to the prescriptions of the sharia. **Gwyn Campbell; Frank Cass, The Structure of Slavery in Indian Ocean Africa and Asia, 2004**

Islamic law clearly recognizes that slaves are human beings, but it frequently treats slaves as if they are property, laying down regulations covering the buying and selling of slaves.

It encourages the freeing of slaves, which has the good effect of diminishing the slave population of a culture and, paradoxically, the bad effect of encouraging those whose livelihood depends on slave labor to find new ways of acquiring slaves.

Who can be enslaved

Under Islamic law people can only be legally enslaved in two circumstances:

- as the result of being defeated in a war that was legal according to sharia
- if they are born as the child of two slave parents

Other legal systems of the time allowed people to be enslaved in a far wider range of circumstances.

The sharia limits were often either ignored or evaded, and many instances of slave trading by Muslims were in fact illegal, but tolerated.

The following groups of people cannot be made slaves:

- Free Muslims, but note that:
- Slaves who convert to Islam are not automatically freed
- Children born to legally enslaved Muslims are also slaves
- Dhimmis – non-Muslims protected by the state

Slave rights

Islamic law gives slaves certain rights:

- Slaves must not be mistreated or overworked, but should be treated well
- Slaves must be properly maintained
- Slaves may take legal action for a breach of these rules, and may be freed as a result
- Slaves may own property
- Slaves may own slaves
- Slaves can get married if their owner consents
- Slaves may undertake business on the owner's behalf
- Slaves guilty of crimes can only be given half the punishment that would be given to a non-slave (although some schools of Islamic law do allow the execution of a slave who commits murder)
- A female slave cannot be separated from her child while it is under 7 years old
- Female slaves cannot be forced into prostitution

Slave rights to freedom

Islamic law allows slaves to get their freedom under certain circumstances. It divides slaves with the right to freedom into various classes:

- The mukatab: a slave who has the contractual right to buy their freedom over time
- The mudabbar: a slave who will be freed when their owner dies (this might not happen if the owner's estate was too small)
- The umm walid, a female slave who had borne her owner a child

Restrictions on slaves

Islamic law imposes many restrictions on slaves:

- Slaves cannot carry out some religious roles
- Slaves can have only limited authority
- Slaves cannot be witnesses in court
- Killing a slave does not carry the death penalty in most schools of Islamic law
- Slaves are punishable under Islamic law if they commit a crime - although for some major crimes they only receive half the punishment of free people

Slavery in Muslim cultures and the Atlantic slave trade

Slavery in Muslim history lasted much longer than the Atlantic slave trade - although slavery had existed in many cultures long before Islam.

The Muslim slave trade from Africa seems to have enslaved roughly similar numbers (estimates vary between 11 and 14 million Africans) to the Atlantic slave trade, and the transportation conditions endured by victims of the Eastern trade were probably just as horrible in their own way as those of the Atlantic slave trade.

One poignant fact is that when the Atlantic slave trade was abolished the Eastern trade expanded, suggesting that for some Africans the abolition of the Atlantic trade didn't lead to freedom, but merely changed their slave destination.

Slavery played a significant part in the history of Muslim civilization, but it was a form of slavery that was inherently different from the 'slave trade' in that the Muslim concept of slavery regarded those enslaved as people who had some, albeit fewer, human rights that must be respected.

What was notably different from the slavery of the western world, however, was the degree to which they [slaves] were protected by Muslim law. When the law was observed, their treatment was good. They might expect to marry and have families of their own, and they had a good chance of being freed. There were also built in avenues of escape. **Gwyn Campbell; Frank Cass, The Structure of Slavery in Indian Ocean Africa and Asia, 2004**

But even though slavery under Islam could be significantly less harsh than that of the Atlantic slave trade, both involved serious breaches of human rights and restricted liberty. However well they were treated the slaves still had restricted freedom, and when the law was not obeyed their lives could be very unpleasant.

The relationship between slave and master in Islam is a very different relationship from that between the American plantation laborer and owner. It was a much more personalized relationship and relatively benevolent. Everything here is relative -- being a slave is being a slave and it shouldn't be romanticized. **Ronald Segal, interview with Suzy Hansen in Salon magazine, 2001**

Here are some of the main differences between Muslim slavery and the Atlantic slave trade:

- The Atlantic trade lasted from the 15th to 19th centuries, the Eastern trade from the 7th or 9th century to the 20th
- Under Islam slaves were considered people first, and then property. In the Atlantic trade slaves were considered property not people, and often just regarded as units of productive labor
- Islamic law laid down considerable protection for slaves; those taken for the Atlantic trade had very little protection
- Islamic law only permitted those conquered in legitimate warfare to be enslaved, all other methods being illegal - although this was often ignored - whereas the Atlantic trade enslaved anyone who had commercial value
- In Islam, slave-owners were forbidden to take young children from their mothers, something common in the Atlantic trade
- The owner-slave relationship could be kinder in Islam than in the Atlantic trade, and often more personal
- Islam recommends the freeing of slaves in itself as a 'good' religious act and says that slaves who convert to Islam should be freed. Zakat (the requirement for charity) was used by Muslim states to free slaves. There were many other avenues whereby a slave could be freed, for example as expiation for irregularities in other religious rituals; as a result many more slaves were freed than in the Atlantic trade

- Under Islamic law a slave could take his/her master to the Islamic courts to address a grievance, and the judge had the right to grant freedom against the master's wishes and/or other compensations; there was no such protection for slaves taken by the Atlantic trade
- Islam permitted slaves to attain high office; those taken for the Atlantic trade stayed at the bottom of society
- In the Atlantic trade there were two males to every female; in the Islamic trade, there were two females to every male
- Islam permitted women to be enslaved for sexual purposes, although not for prostitution
- Africans were enslaved in the Atlantic trade to work on an industrial scale in agricultural labor; in the Islamic trade they had a far wider variety of roles
- The Atlantic trade only involved black Africans; Muslim slavery involved many racial groups
- Slavery in the Atlantic trade was highly racist, something prohibited in Islam where there was much less institutionalized racism. Both masters and slaves had a wide range of colors and backgrounds; the result is that former slaves became absorbed into the Islamic world, while former slaves remained a discriminated-against underclass in the USA until comparatively recently

The nature of the Atlantic trade and therefore the survival of racism in the West has been one of segregation. There wasn't this separation in Islam. Whites didn't push blacks off the pavement. They didn't forbid restaurants to serve them. I don't think that there's any disputing that slavery was a more benevolent institution in Islam than it was in the West. **Ronald Segal, interviewed in Chicago Sun-Times, 17/02/2002**

Economics of the Trade

Western slavery was motivated by economics - people were enslaved to provide a cheap and disposable workforce on plantations.

Muslims historically did not use slaves as an engine of economic production on the same scale as the West, although some Muslims profited from the actual trading of slaves.

Though Arab and Muslim traders became notorious in the supply of African slaves for the American and Caribbean plantations, there are few examples in the annals of Islam of the collective forced labor found in the Western hemisphere. **Malise Ruthven, Islam in the World, 2000**

The 9th century slave rebellion in Iraq may have deterred Muslims from the industrial use of slaves by showing the danger of having a very large slave community in any one place. Apart from 9th century Iraq, the largest scale slave use outside the military was on the clove plantations of Zanzibar.

Nonetheless, as William Gervase Clarence-Smith writes, slaves did play a large part in Muslim economies:

...productive slavery was more extensive in Islam than traditional accounts allow for. Even if large estates were rare, they were not absent. More striking were the numerous slaves on middling and small properties, a phenomenon about which surprisingly little has been written. Servile labor was also common in workshops, construction, mining, water control, transport by land and sea, and the extraction of marine resources. Whether a 'Slave Mode of Production' ever existed in Islam is moot, but the economic role of slavery was substantial, at least in certain places and at specific times. **William Gervase Clarence-Smith, Islam and Slavery**

Slaves were also used for domestic work, military service, sexual slavery and civil administration.

The slave trade

Muslims did play a significant role in the slave trade itself as providers of slaves to others.

Something particular to Islamic slave systems was the creation of a slave elite in some Muslim societies that allowed individuals to achieve considerable status, and even power and wealth, while still remaining in some form of 'enslavement'.

The slave elite had enormous value to their Muslim masters because they were a military and administrative group made up of 'outsiders' who didn't have tribal and family allegiances that could conflict with their loyalty to their masters.

It was believed that a corps of highly trained slaves loyal only to the ruler and dependent entirely on his good will would serve the state more reliably and efficiently than a hereditary nobility, whose interests might compete with those of the ruler. **Leslie P. Peirce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, 1993**

The paradox of elite slavery

Elite slavery is something of a paradox: how can a person have power and hold high office and yet still keep the status of a slave?

One answer is that the slave gets authority and high office because they are dependent on the person who gives them their authority and status and who could remove that status if they chose. Thus elite slaves must give total loyalty and obedience to their master in order to maintain their privileges.

Another view is that the slave who achieves elite status is no longer really a slave, and is able to use their position and power to free themselves of many of the limitations of slavery. This is less convincing since even elite slaves are at risk of losing their privileged status until they break free completely.

The dependency was not all one way - the masters in many ways relied on their elite slaves, because those slaves were the only people they could really trust.

And there was another reason why elite slaves were valuable - precisely because they were slaves, the elite slaves were free of some of the restrictions that limited free people, and this allowed them to do things for their masters that their masters could not otherwise achieve.

Examples of elite slavery

Two examples of elite slavery were the Mamluks and the Devshirme system:

The Mamluks

The Mamluks were 'slave soldiers' who eventually came to rule Egypt for over two centuries from 1250 until overthrown by the Ottomans in the 16th century. After a brief period of oppression the Mamluks were able, once again, to play a significant role in running the country.

Mamluks were originally soldiers captured in Central Asia, but later boys aged 12-14 were specifically taken or bought to be trained as slave soldiers. Their slave status was shown by the name 'Mamluk' which means 'owned'.

Although the Mamluks were not free men (they could not, for example, pass anything on to their children) they were elite slaves who were held in high regard as professional soldiers loyal to their Islamic masters.

Historians have been fascinated by the uniqueness of the Mamluk phenomenon. It was inhuman in some respects (for example, Mamluks being denied the opportunity to bequeath their positions and privileges to their sons), yet it provided Islam with a superb military force and a sophisticated political system. **Michael Winter, *Egyptian Society under Ottoman Rule, 1517-1798*, 1992**

In 13th century Egypt loyalty to the masters dissolved and the Mamluks established themselves as the ruling dynasty. Once the Mamluks had successfully revolted against their masters they were, of course, no longer slaves. They remained in power for the period 1250-1517.

The basic ideal of military slavery - the Mamluk's total loyalty to his master who had bought, trained, maintained and freed him - was a pillar of Mamluk society in Ottoman Egypt, as it had been in the Mamluk Sultanate.

When the master decided that his Mamluk had reached maturity and was ready to assume an office, he set him free, and 'allowed him to grow his beard.' He was now a free man, no longer dependent. The master often appointed these former slaves to army posts, to the beylicate [the beys were high ranking emirs who held important positions in Egyptian government], or to the regimental command. Very often, the master decided whom his former slave would marry, a decision which could advance the Mamluk socially and financially. **Michael Winter, Egyptian Society under Ottoman Rule, 1517-1798, 1992**

The devshirme system

The devshirme system introduced in the 14th century compelled non-Muslims in parts of the Ottoman Empire to hand over some of their children to be converted to Islam and work as slaves. Some writers say that between half a million to one million people were enslaved in this way over the centuries.

Conquered Christian communities, especially in the Balkans [Eastern Europe], had to surrender twenty percent of their male children to the state.

Some of these were trained for government service, where they were able to reach very high ranks, even that of Grand Vizir.

Many of the others served in the elite military corps of the Ottoman Empire, called the Janissaries, which was almost exclusively made up of forced converts from Christianity.

The devshirme played a key role in Sultan Mehmet's conquest of Constantinople, and from then on regularly held very senior posts in the imperial administration.

Although members of the devshirme class were technically slaves, they were of great importance to the Sultan because they owed him their absolute loyalty and became vital to his power.

This status enabled some of the 'slaves' to become both powerful and wealthy. Their status remained restricted, and their children were not permitted to inherit their wealth or follow in their footsteps.

Not all writers agree that the devshirme system was beneficial as well as oppressive, and point out that many Christian families were hostile and resentful about it - which is perhaps underlined by the use of force to impose the system.

The devshirme system continued until the end of the seventeenth century.

Eunuchs

Male slaves who had had their sexual organs removed were called eunuchs, and played an important part in some Muslim societies (as they did in some other cultures).

They had the advantage for their masters of not being subject to sexual influence, and as they were unlikely to marry, they had no family ties to hinder their devotion to duty.

Eunuch slavery involved compulsory mutilation, which usually took place between the ages of 8 and 12. Without modern medical skills and anesthetics this was painful, and often led to fatal complications, and sometimes to physical or psychological problems for those who survived the operation.

Eunuchs had a particular role as guardians of the harem and were the main way in which the women of the harem had contact with the world outside.

In the Ottoman Empire eunuchs from Africa held considerable power from the mid sixteenth century to the eighteenth.

It's recorded that the Ottoman family owned 194 eunuchs as late as 1903, of whom 35 'bore a title of some seniority'.

Eunuchs could also play important military roles.

Concubinage may be defined as the more or less permanent cohabitation (outside the marriage bond) of a man with a woman or women, whose position would be that of secondary wives, women bought, acquired by gift, captured in war, or domestic slaves. **Encyclopedia of Islam**

Muslim cultures are thought to have had more female slaves than male slaves.

Enslaved women were given many tasks and one of the most common was working as a domestic servant.

But some female slaves were forced to become sex workers: not prostitutes, as this is forbidden in Islam, but concubines. Concubines were women who were sexually available to their master, but not married to him. A Muslim man could have as many concubines as he could afford.

Concubinage was not unique to Islam; the Bible records that King Solomon and King David both had concubines, and it is recorded in other cultures too.

Being a concubine did have some benefits: if a slave woman gave birth to her owner's child, her status improved dramatically - she could not be sold or given away, and when her owner died she became free. The child was also free and would inherit from their father as any other children.

Concubinage was not prostitution in the commercial sense both because that was explicitly forbidden and because only the owner could legitimately have sex with a female slave; anyone else who had sex with her was guilty of fornication.

The harem

Concubines lived in the harem, an area of the household where women lived separately from men. The nature of Ottoman harems is described by Ehud R Toledano:

The harem system grew out of the need in Ottoman society to achieve gender segregation and limit women's accessibility to men who did not belong to their family.

Households were divided into two separate sections: the selamlık, housing the male members, and the haremlik, where the women and children dwelt.

At the head of the women's part reigned the master's mother or his first wife (out of a maximum of four wives allowed by Islam).

The concubines were also part of the harem, where all the attendants were women. Male guests of the master were not entertained in the harem.

An active and well-developed social network linked harems of similar status across Ottoman towns and villages; mutual visits and outdoor excursions were common.

For the women who actually spent their lives in the harems, reality was, of course, far more mixed and complicated.

The women who came into the harem as slaves (câriyes) were taught and trained to be "ladies," learning all the domestic and social roles attached to that position. As they grew up, they would be paired with the men of the family either as concubines or as legal wives.

However, harem slaves' freedom of choice was rather limited, as was that of women in general in an essentially male-dominated environment. Harem slaves frequently had to endure sexual harassment from male members of the family. **Ehud R. Toledano, Slavery and Abolition in the Ottoman Middle East, 1998**

The nature of concubinage

Writers disagree over the nature of concubinage and the harem:

- Some argue that it was seriously wrong in that
 - it was just slavery
 - it breached human rights

- it exploited women
 - women could be bought and sold, or given as gifts
 - it involved rape
 - it reinforced male power in the culture
- Others say that it was relatively benign, because
 - it gave female slaves a relatively easy existence
 - it gave female slaves a chance to rise socially
 - it gave female slaves a chance to gain power
 - it gave female slaves a chance to gain their freedom

A balanced view might be to say that sexual slavery in this context was a very bad thing, but that it was possible for some of the more fortunate victims to gain benefits that provided some degree of compensation.

The political role of concubines

Concubines could play an important political role and have considerable direct political influence on the policy of the state.

More than any other Muslim dynasty, the Ottomans raised the practice of slave concubinage to a reproductive principle: after the generations of Osman and Orhan, virtually all offspring of the sultans appear to have been born of concubine mothers. **Leslie P. Peirce, *The Imperial Harem: Women and Sovereignty in the Ottoman Empire*, 1993**

The benefit to the state, or at least to the ruling dynasty, of having the ruling line born through concubines rather than wives was that only one family was involved - the family of a concubine was irrelevant, but the family of a wife would expect to gain power and influence through their relationship to the mother of the son. These conflicting interests could threaten the succession and weaken the ruling family. (This didn't eliminate conflict between heirs and families altogether, but it probably reduced it.)

Concubines as well as wives also played an important role in strengthening cohesion, stability, and continuity at household level too, as this remark about 18th century Cairo demonstrates:

Marital and nonmarital unions strengthened the links among men; women legitimized the succession of men to power, and women's property ownership added to the overall wealth, prestige, and power of a household.

Mary Ann Fay, *From Concubines to Capitalists: Women, Property, and Power in Eighteenth-century Cairo*, *Journal of Women's History*, 1998

And later in the same article the writer describes the inevitable tension inherent in the status of harem women in that society:

However, the harem was not a prison; it was instead the family quarters of an upper-class home which became exclusively female space when men not related to the women were in the house and whose entry into the harem was forbidden. Women, heavily veiled, could and did leave their homes...

... Women were not imprisoned in the harem or in the veils and cloaks that concealed their bodies and faces on the street, but both customs were important signifiers of women's lack of sexual autonomy and of men's control over the selection of women's sexual and marital partners.

In the economic sphere, however, women had a great deal of autonomy...

... Therefore, the eighteenth-century Egyptian household should not be seen as the site of unrelieved oppression of women but rather in terms of asymmetries of power between men and women.

Mary Ann Fay, *From Concubines to Capitalists: Women, Property, and Power in Eighteenth-century Cairo*, *Journal of Women's History*, 1998

In the Ottoman Empire the sale of woman as slaves continued until 1908.

Muslims and the abolition of slavery

Slavery remained part of the fabric of Islam for over 1200 years (although the Druze, a group that sprung from Muslim roots, abolished it in the 11th century).

While slavery was in theory greatly limited by Islamic law, in practice it persisted on a large scale in Muslim lands.

During the 20th century attitudes to slavery changed radically and in 1990 The Cairo Declaration on Human Rights in Islam stated that:

Human beings are born free, and no one has the right to enslave, humiliate, oppress or exploit them, and there can be no subjugation but to God the Most-High. **Article 11, Cairo Declaration on Human Rights in Islam, 1990**

The Declaration also includes a number of other articles that are incompatible with slavery, although "All the rights and freedoms stipulated in this Declaration are subject to the Islamic Sharia".

Since slavery is permitted by Islamic law, Muslim countries have used secular law to ban it. Some countries outlawed slavery only comparatively recently:

- Qatar in 1952
- Yemen and Saudi Arabia in 1962
- Mauritania in 1980

Early opponents

The idea that slavery should be abandoned began to be seriously discussed in the 16th century. The Mughal Emperor Akbar (1556-1605) banned the slave trade in his Indian territory.

The Muslim leader and reformer Nasr al-Din denounced slavery to the people of Senegal in the 1670s and banned the sale of slaves to Christians there, undermining the French trade in slaves.

In some countries, slaves who held high rank demonstrated that slaves were perfectly capable of playing any role in society if they were freed. Egypt had even been ruled by a slave dynasty for more than a century. These traditions slowly changed some Muslim thinking about slavery, and gradually created a climate in which the pressure for abolition could build.

But serious abolition for the Muslim world had to wait until the 19th century.

Attacking the slave trade

Because slavery was accepted by Islamic law it would have been difficult or impossible to forbid slavery itself, so the abolition pressure was concentrated on the transportation of slaves, including the slave markets, which was where the worst cruelties were to be found.

Islam forbade raids to gain slaves, making a slave out of a free person and other cruelties. So Muslim abolitionists focused on showing slave trading was illegal under Islamic law, knowing that if they could stop the trade in slaves, slavery itself would slowly die out from lack of supply. For the same reason, colonial powers attacked the trade in slaves as much as the institution of slavery.

The slave trade in Muslim societies ended not so much through a single act of abolition but by withering away as the result of external and internal pressure.

The outside pressure came from colonial powers that had only recently abandoned slavery themselves:

- Colonial powers such as Britain and France applied great pressure for the abolition of slavery in their dominions. This pressure was successful in some places, like Egypt, but much less influential in others.

- Colonial powers also took direct action against slave traders: the British Navy played a role in intercepting and taking action against slave traders, and between 1817 and 1890 signed treaties with over 80 territories allowing them to do this.
- Christian missionaries, including David Livingstone, aroused public indignation in the West.

Internal pressure came from a variety of Muslim sources:

From the 1870s, radical and gradual rationalists, together with moderate literalists and progressive ulama, could all be placed in the broad category of opponents of slavery, despite their manifold disagreements. **William G. Clarence-Smith, Religions and the abolition of slavery - a comparative approach**

Muslim abolitionists were influenced by factors like these:

- The abolition of the Atlantic slave trade provided an enlightening example
- Some Muslim thinkers readdressed Islamic ideas on human equality
- Some Muslim thinkers saw slavery as colonialist/imperialist behavior that was incompatible with growing anti-colonialism
- Some Muslim thinkers regarded slavery as an activity incompatible with the modern world
- Changes in culture brought about by factors such as urbanization, changes in the demand for labor, education, a desire to relate to Western nations as equals
- An increase in the freeing of slaves in some territories helped to accustom people to the ending of slavery

The result of these forces was to shrink the slave trade, and put pressure on slavery itself.

Initially, it was a source of great hostility that the West dared to intervene in Islamic affairs in contradiction to what was allowed by the Koran.

But as Western influence, or modernism, became more and more [widespread], it became less fashionable as well as profitable in Islam to own slaves. And it became illegal over much of the area.

The pressures against slavery were extremely great from Western powers. It was the moral issue. It became more scandalous because the conditions of procurement and transport became more and more horrendous. **Ronald Segal, interview with Suzy Hansen, Salon Magazine, 2001**

Abolition

The Ottoman Empire was the major Muslim slave society of the abolition period, and it abolished the slave trade in stages.

Although the Ottomans never abolished slavery itself, their policy of restricting the slave trade and increasing opportunities for slaves to get their freedom greatly reduced the number of slaves in its territories:

- 1847: slave trade banned in Persian Gulf
- 1857: African slave trade banned
- 1864: Traffic in Georgian and Circassian child slaves restricted
- 1867: Programme introduced to help slaves from Russia get their freedom
- 1887-1880: Conventions against the slave trade signed with Britain
- 1890: Brussels Act against slave trade signed

Slavery was harder to outlaw in areas far from central government where tribal traditions had been less influenced by the factors above, and where the military power of the center was much weaker.

The slavers retreated into these areas, and moved their slaves to market more secretly. Quite a few of the anti-slavery military initiatives ended in victory for the slavers rather than the forces of abolition.

Some other Muslim countries passed laws allowing for the prosecution not only of the sellers of slaves but the buyers too.

The Indian Slavery Act of 1844 made slavery illegal there, and Egypt in 1896 implemented laws with very severe penalties for slaving activities.

British colonial power played a major role, enforcing treaties that prohibited slaving.

The British felt that they had a mission to do this - as can be seen from this Foreign Office document of 1861:

Captain Hamerton should take every opportunity of impressing upon these Arabs that the nations of Europe are destined to put an end to the African Slave Trade, and that Great Britain is the main instrument in the Hands of Providence for the accomplishment of this purpose.

That it is in vain for these Arabs to endeavor to resist the consummation of that which is written in the Book of Fate, and that they ought to bow to superior power, to leave off a pursuit which is doomed to annihilation, and a perseverance in which will only involve them in losses and other evils. **British Foreign Office document, 1861**

The British action did not gain universal support. The Sultan of Zanzibar wrote to the British Consul:

If I put a stop to the traffic in slaves it will ruin these countries, and it will ruin my subjects; and I am sure that the British Government would never agree to this; my friend, it is in my wish to comply with all the desires of the British Government but these countries cannot do without slaves. For the British Government is far off, and does not know the circumstances of these countries.



Name _____

Eastern Slave Trade Notes Handout

Directions: As members of your “project group” are presenting, use the handout below to take notes about each aspect of the Eastern Slave Trade.

Slavery and Islamic Law Notes

Compared to the Atlantic Slave Trade Notes

Elite Slavery Notes

Female Slaves Notes

Abolition Notes

Questions for Slavery and Islamic Law Expert Group

1. Why wasn't slavery abolished after the founding of Islam?
2. How did Muslims reconcile a belief in the equality of humans and slavery?
3. Were slaves treated the same by all Muslims? How was their treatment similar to
4. Who could become a slave? Who was couldn't be enslaved?
5. Did slaves have rights in Muslim societies? How was this similar or different to slaves in the Americas?



Questions for Compared to the Atlantic Slave Trade Expert Group

1. Summarize the differences in the treatment of slaves in the Eastern Slave Trade and the Atlantic Slave Trade.
2. Did race play a factor in the Eastern Slave Trade? Why do you think it did or didn't?
3. Why did Europeans enslave Africans? Why did Muslims enslave Africans?
4. Why did Muslims shy away from keeping large slave populations?
5. How did the treatment of slaves in the Americas lend itself to keeping large slave populations?



Questions for Elite Slavery Expert Group

1. Why did elite slaves have enormous value to their masters?
2. How were the Malmuk's unique?
3. How were slaves supplied under the devshirme system?
4. What are eunuchs and why are they important?
5. Was there elite slavery during the Atlantic Slave Trade? Why or why not?



Questions for Female Slavery Expert Group

1. What is a concubine?
2. What is the harem? Why was it developed?
3. How did concubines influence the policy of various states?
4. How did the situation of female slaves in the Eastern Trade differ from those in the Atlantic Trade?



Questions for Abolition Expert Group

1. Why do you think slavery was outlawed only recently in some countries?
2. What events helped foster abolition throughout the Muslim world before the 19th century?
3. Why did abolitionists attack the slave trade rather than the institution of slavery itself?
4. How did the Europeans influence abolition?
5. What factors influenced Muslim abolitionists?



Project Group Members: _____

Due Date: _____

Directions: Congratulations! Your group has been selected by the United Nations Education, Scientific and Cultural Organization (UNESCO) to participate in a very special contest. UNESCO’s purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and human rights along with fundamental freedoms proclaimed in the UN Charter.

In an effort to acknowledge the tragedy of slavery and the lingering consequences of the centuries long Eastern Slave Trade, UNESCO has commissioned your group to create a monument to the victims of the slave trade that will help educate the world about this “forgotten” slave trade. All submissions will be voted on and if your design is selected, the monument will be placed in front of the United Nations headquarters in New York City.

A. Project Roles:

Before starting your project, assign the following roles to each group member:

- **Project Leader:** The project leader moderates group discussion, keeps everyone on task, makes sure that everyone has an opportunity to participate.
- **Artist:** The artist is responsible for drawing the monument’s plan.
- **Poet Laureate:** The poet laureate is responsible for create a short speech or poem to be read during the monument’s dedication ceremony.
- **Researcher:** The researcher is responsible for researching more
- **Timekeeper (optional):** The Timekeeper is responsible for monitoring the time remaining.

Even though you are assigned a specific role, each group member should assist each other in completing the entire project. For example, the timekeeper can assist the researcher or the poet laureate can assist the artists, etc.

B. Monument Requirements:

The monument must include:

- A plaque with the monument’s title.
- A poem or short speech to be read at the monument’s dedication. It should explain why this monument was built and why it is important.
- A reference within the monument for each of the following topics: Slavery and Islamic Law, Comparisons to the Atlantic Slave Trade, Elite Slavery, Female Slavery, and Abolition.
- A “cheat sheet” that briefly explains each reference and why you chose to include it. See the attached “Examples of Monuments Handout”.
- The monument can be any artistic medium: painting, statue, performance art, a short video clip, etc.
- You’re only limited by your imaginations, so BE CREATIVE!
- A drawing of the monument and the requirements above should be placed on one sheet of chart or poster paper.

C. Brainstorm

Once roles have been assigned, discuss the following questions to begin brainstorming the project:

- Discuss the monument you researched for homework and answer the following questions:
 - What monuments are you familiar with? What did you like about them? What did you not like about them?
 - What is most important for people to know about the Eastern Slave Trade? Why are you honoring this event and the people involved?
 - Do you want to use this as an educational tool, a monument to the victims, or both?
 - Do you want to focus on one aspect of the trade or create a monument that highlights all aspects equally?

SAMPLE RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Labels	All items of importance on the poster are clearly labeled	Almost all items of importance on the poster are clearly labeled	Several items of importance on the poster are clearly labeled	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Title	Title is very creative and accurately describes the monument.	Title is somewhat creative and accurately describes the monument.	The title does not describe the monument, but is somewhat creative.	The title is non-existent and does not describe the monument.