

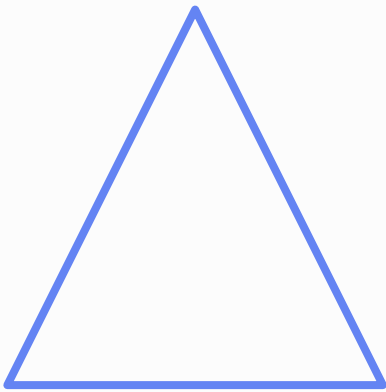
Exit Ticket – Lesson 1

Name: _____ Date: _____ Class: _____

Supporting Question

What insights do archaeological evidence and first-hand accounts provide about the Swahili civilization?

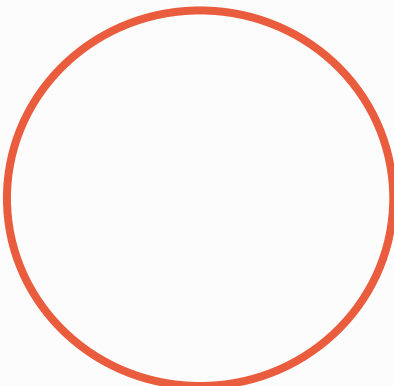
Directions: Answer each of the questions below.



What three important ideas or facts did you learn today?



What is something that squared with or confirmed your prior knowledge?



What is something that is still circling in your head?

Unit 3: Africa: Agency & Resistance

Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

Supporting Question

How has limited public knowledge about the transatlantic slave trade's context affected understanding of its global impact?

Source: Sam Jones, "A search for ourselves': shipwreck becomes focus of slavery debate," in *The Guardian*, January 8, 2023.

Note: In 2015, the discovery of the São José Paquete D'Africa—the first known slave shipwreck recovered—connected the Makua people of Mozambique to a long-hidden chapter of the transatlantic slave trade and offered a powerful moment of remembrance and return. Lonnie Bunch is the 14th Secretary of the Smithsonian.

[As Lonnie] Bunch points out, maritime archaeology has tended to focus... on the wrecks of rich and famous ships rather than those that traded in flesh and blood.

Redressing that archaeological, academic and sociocultural imbalance was the driving force behind the Slave Wrecks Project, a partnership established in 2008 between the Smithsonian's National Museum of African American History and Culture (NMAAHC) and other institutions and organisations in Africa and the US.

"People talk about the slave trade; they talk about the millions of people who were transported, but it's hard to really imagine that, so we wanted to reduce it to human scale by really focusing on a single ship, on the people on the ship, and the story around the ship," says Bunch...

"We need to think about how these matters that seem submerged and lost are really waiting there for us all to find, and to change our scope of how we understand our world," says Paul Gardullo, a curator at the NMAAHC and director of the Slave Wrecks Project.

"This search is connected to something much, much bigger than any one particular search for a ship; it's a search for ourselves and it's a search for how we relate to each other in the world and how we make the world better."

Questions:

1. Why do you think people know more about famous ships like the Titanic than the São José or the names of the passengers on the Mayflower but not on the Guerrero?
2. Lonnie Bunch also said, "discovering your enslaved past is as important a treasure as finding the Titanic." What do you think he meant?



Unit 3: Africa: Agency & Resistance

Exit Ticket – Lesson 4

Name: _____ Date: _____ Class: _____

Supporting Question

What do sources reveal about both the brutality of slavery and the strength of those who endured it?

Directions: Read the quote and respond to the prompts below.

"Sailors relentlessly unmade bondpeople's bodies through physical, emotional, and psychological conditioning, making it imminently clear the dynamics of power... This process of unmaking, which no captive was able to circumvent once forced into the slaving industry, produced a dramatic climate of terror in the world of slavery at sea that resulted in mental disorientation, familial and communal separation, malnourishment, lack of sanitation and cleanliness, severe isolation, debilitating diseases, miscarriages, sexual abuse, psychological instability, and bearing witness to physical violence committed against kin and shipmates."

Sowande' M. Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, 2016.

1. What do you think is meant by "the process of unmaking?"
2. In what ways were Africans impacted by the Middle Passage?



Unit 3: Africa: Agency & Resistance

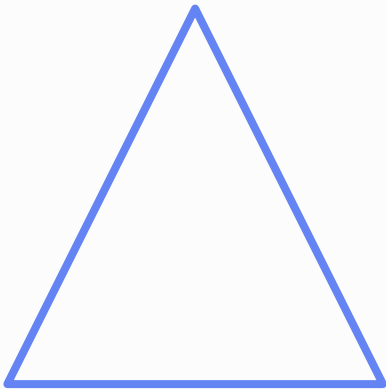
Exit Ticket – Lesson 1

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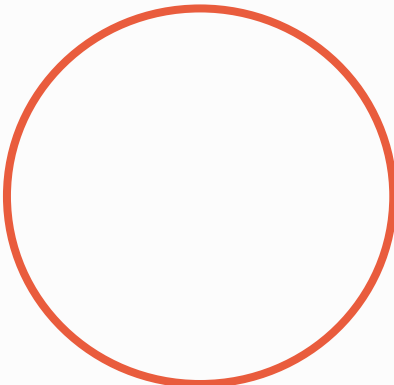
What three important ideas or facts did you learn today?

1. The Swahili city-states thrived as trade hubs connecting Africa, Arabia, India, and China.
2. The social structure of Swahili city-states included a ruling class, a merchant class, and enslaved Africans, reflecting a complex society.
3. Evidence reveals the cultural, economic, and political significance of Swahili city-states in the Indian Ocean trade network.



What is something that squared with or confirmed your prior knowledge?

The Swahili city-states were highly cosmopolitan and culturally diverse due to their role in facilitating extensive trade across the Indian Ocean. This aligns with what I already knew about trade being a key driver of cultural exchanges in history.



What is something that is still circling in your head?

I'm curious about how the Swahili city-states managed their independence from one another while maintaining a shared cultural and linguistic identity, and how this balance affected their interactions with foreign powers like the Portuguese.

Unit 3: Africa: Agency & Resistance

Exit Ticket – Lesson 3

Name: _____ Date: _____ Class: _____

Supporting Question

How does limited public knowledge about the context for the transatlantic slave trade affect our understanding of its global impact?

Source: Sam Jones, “A search for ourselves’: shipwreck becomes focus of slavery debate,” in *The Guardian*, January 8, 2023.

Note: In 2015, the discovery of the São José Paquete D’Africa—the first known slave shipwreck recovered—connected the Makua people of Mozambique to a long-hidden chapter of the transatlantic slave trade and offered a powerful moment of remembrance and return. Lonnie Bunch is the 14th Secretary of the Smithsonian.

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Questions:

- Why do you think people know more about famous ships like the Titanic than the São José or the names of the passengers on the Mayflower but not on the Guerrero?
Because stories like the Titanic or the Mayflower are often centered in popular media and history books, while ships tied to the slave trade are often ignored or forgotten due to discomfort, racism, or the painful truths they reveal.
- Lonnie Bunch also said, “discovering your enslaved past is as important a treasure as finding the Titanic.” What do you think he meant?
He meant that uncovering the history of enslaved people helps descendants reclaim identity, dignity, and connection to their ancestors—it’s just as valuable and meaningful as any major historical discovery.



Unit 3: Africa: Agency & Resistance

Exit Ticket – Lesson 4

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"Sailors relentlessly unmade bondpeople's bodies through physical, emotional, and psychological conditioning, making it imminently clear the dynamics of power... This process of unmaking, which no captive was able to circumvent once forced into the slaving industry, produced a dramatic climate of terror in the world of slavery at sea that resulted in mental disorientation, familial and communal separation, malnourishment, lack of sanitation and cleanliness, severe isolation, debilitating diseases, miscarriages, sexual abuse, psychological instability, and bearing witness to physical violence committed against kin and shipmates."

Sowande' M. Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, 2016.

1. What do you think is meant by "the process of unmaking?"
"The process of unmaking" refers to how enslavers tried to strip Africans of their identity, humanity, and sense of self through violence, control, and psychological trauma.
2. In what ways were Africans impacted by the Middle Passage?
Africans suffered intense physical abuse, starvation, disease, isolation, and emotional trauma. They were separated from families, dehumanized, and forced to endure horrific conditions, yet many still found ways to resist, survive, and maintain a sense of dignity.

