

## OUTLINE FOR WRITING

### SAMPLE

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- I. Statistics on the ivory and slave trade
    - A. Dates
    - B. Importance
  - II. Why they were combined
    - A. Slaves and ivory in some area
    - B. Export market for both
    - C. Natives both ivory and slave traders themselves
    - D. Tsetse fly
  - III. Explorers' reports on Arabs' part in the combined trade
    - A. Organization
      - 1. Trade routes
      - 2. Strongholds
    - B. Methods
      - 1. Kill and trade for ivory
      - 2. Enslave children
      - 3. Incite natives
    - C. Results
      - 1. Devastation
      - 2. Inhumanity
      - 3. Depletion of elephant herds
  - IV. Efforts to correct the situation
    - A. Early restrictive acts
    - B. Deterrents
    - C. Influence of explorers
    - D. Abolition
  - V. Present condition
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Yaggy, 1980, p. 49.

This outline is a condensed organized version of the Topical Outline. The Roman numerals show the major topics and the letters and numbers show the subtopics and their relation to the main topics. (If your topical outline is clear enough you may not have to do this.)

Your note cards are grouped according to this outline to write the first draft.

## Outline

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Thesis: Various factors in the nineteenth century encouraged the growth of the combined ivory and slave trade in Africa and retarded the abolition of the slave trade until after European explorers' reports shocked and the European world into action.

- I. Four conditions encouraged combining ivory and slave trading.
  - A. Slaves and ivory were abundant in the same area.
  - B. The outside world provided huge markets for both.
  - C. The African natives themselves practiced combined ivory and slave trading.
  - D. The tsetse fly made human bearers necessary.
- II. European explorers reported to the world the evils of Arab slave and ivory trading in Central Africa.
  - A. They reported on the trade routes set up for ivory and slave raiding.
  - \* B. They reported on the traders' inhuman methods.
    - a. The traders had no regard for human life.
    - b. They killed adults and reared children as slaves.
      - i. Girls were put in harems.
      - ii. Boys were trained to become slave readers for their Arab masters.
    - c. The explorers reported how the Arabs incited native fighting and then exploited the winners.
  - C. They reported the depletion of the elephant herds.
- III. The elimination of the slave trade was slow.
  - A. Early efforts were futile.
    - a. There were still markets for both slaves and ivory.
    - b. Despite agitation by missionaries, the average European was too callous or selfish to work for abolishment.
    - c. The African natives made no protests against a combination which they carried on themselves.
  - B. European explorers' reports finally led to successful action.
    - a. Military expeditions were sent out to unseat the Arab traders.
    - \* b. Leading European colonizers in Africa finally made effective pacts and regulatory laws.
- \*IV. Conclusion: today the ivory trade is carried on without slavery.

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## OUTLINE (\*) NOTES

- \* Note the use of a small Roman numeral ii for this introductory page.
- \* The thesis sentence covers all of the material in the outline and insures the paper's unity.
- \* The development of II.B. is complete enough that it was not necessary to waste time wondering just how that part of the paper was to be developed when the rough draft was written.
- \* III.B.b. might have been more fully developed.
- \* IV. This last section goes beyond the discussion of the conditions in the nineteenth century; yet it makes a good conclusion, indicating the final outcome of the nineteenth century activity. (Outlines do not have to have special conclusions, but one was appropriate here. Occasionally, outlines have introductions, indicating why a problem is of interest or something about its background, which is outside the actual range of the paper.)