

Prior Knowledge/Vocabulary

- imports and exports
- direct and indirect jobs

At the beginning of each class have images hung on board representing [West Indies](#), [Africa](#), [Europe](#), and [American Mainland](#). These images are used to represent the power and effort that went into the slave trade. Use a picture of a [ship](#) to show the students where you are during that day's particular lesson. Along with these images, make sure to reference a classroom map as well.

Lesson Plans: Day 1 (50 min.)

- 1) Read aloud Equiano's- I Saw a Slave Ship (pages 3-10 in Milton Metzler's *A History in their Own Words, The Black Americans*). Show image of the slave ship Brookes while reading, [Image 1](#). While listening to this personal account, have the students write down 5 words that came to mind. ***** Make sure to place the ship in the Middle Passage
- 2) Read the names, ages, and places of habitation of 5 Africans from the period of the slave trade. (Use the [African Names data base](#)). Reiterate to the students that these slaves were everyday people who had families, jobs, and hobbies.
- 3) Ask students the question –But, who was benefitting from the transatlantic slave trade?
- 4) Have the students write down 2-4 sentence facts to answer this question. (At the end of the unit, they will answer this question as an assessment.) Make sure to take these up but tell the students that this was a pre-assessment
- 5) After giving adequate time for them to attempt to answer the previous question, then tell them that this will be focus of the next 5 days lessons. However, to find out who benefited, we need to know what the places, people, and things were that were involved in the trade.
- 6) What are the places, people, and things involved in this trade?- (You may want to use a present day map to orient your students to the location of Africa, the West Indies, Mainland American Colonies, and Europe.)

Activity: - Designate Africa, West Indies, Mainland American Colonies, and Europe as areas in the classroom (or on the board). Each student gets an image of a person, place, or thing and is asked to decide first what they think it is, and secondly what continent it goes to. Use the

following images. (You will need duplicates to have enough for all students to get to participate.

- [sugar](#) cane
- [tobacco leaf](#)
- [slaves](#)
- [ship](#)
- [plantation owner](#)
- [ship captain](#)
- [guns](#)
- [rum](#)

7) Students are asked to explain why they put their item where they did.

8) The teacher needs to keep a list of where the items were placed and do this activity later in the unit and have the students compare what they thought with what they learned. Use the worksheet entitled **Initial Placement of Goods (Source A-1)**