

Lesson Plan: Day 5 (50 min)

1. Pass out the images from the first day and have the students place them on the continent that they came from. Focus on where the good would be leaving from/exported from. (Use the answer key from the map assessment if you're not sure what goes where.)
2. Use the worksheet from the first day entitled **Initial Placement of Goods A-1** to compare as a class where you initially placed these items on day 1 and what the correct placements are.
3. Teacher, with the students help, can move each item from exported to imported continent. Give the students a visual of the items moving and how they may move. (Don't forget to focus on trade between West Indies and Mainland colonies)
4. **ASSESSMENT** -Students fill out diagram of movement of goods in the transatlantic slave trade, along with some examples of direct and indirect jobs, and where they would be located. (Use worksheet entitled **Mapping Trade I-5** and map entitled **Mapping Activity J-5**) (May need to be given for homework to fit this lesson into the 50 minute window.)
5. Say, now that we've looked at what goods were being shipped in the transatlantic slave trade, let's examine other occupations than the ones that you researched that **"BENEFITED FROM THE TRANSATLANTIC SLAVE TRADE?"**
6. Pair students up and have them pull out a bingo chip from the jar of occupations used in lesson 2. Each pair then has to brainstorm and come up with an idea as to how that particular job benefitted from the slave trade. Have the pairs write their responses and then share them with the class in an oral discussion.
7. As an **ASSESSMENT**, have the student write down at least 5 sentence facts answering the question, "Who benefited from the transatlantic slave trade?" Make sure to allow the students at some point (whenever you feel this would be most affective) to compare their answers from day 1 to their answers from day 6.