

Understanding Slavery and Triangular Trade

Lesson #5

Teaching Thesis and Guiding Questions:

What was the transatlantic slave trade and how did slavery fuel the production of sugar cane?

Time Frame- one (60-minute) lesson

Learning Objectives-

The student will:

- determine the time period for the Transatlantic Slave Trade movement
- define the embarkment of West Africans to the British West Indies
- obtain data from historical maps and trace the movement of slaves from West Africa to the Leeward Islands
- analyze primary resources regarding slavery
- summarize findings

Materials: Websites and some materials are accessible through www.portaportal.com

Guest Access: whysugar

Topic: Lesson #5 Slavery and Triangular Trade

Materials:

1. Internet access for each student
2. Task Sheet
3. Index cards

Prior Knowledge: It is assumed that students have studied the history of American Slavery prior to participating in these lessons.

Focus: Generate a brief discussion of slavery and the middle passage. Draw from student's prior knowledge.

Activity: Today's lesson utilizes the website "**Moving Here,**" located in the portaportal website.

1. Open the website through the portaportal site.
2. Remind students to open each primary source for the category they will research.
3. Provide a brief overview of the three web pages associated with today's lesson.
4. Divide the class into three groups, *Slavery*, *The Business of Slavery and Resistance and Rebellion*; assign a topic to each group.
5. Give each group a task sheet with directions to become the expert regarding the given topic.
6. Small groups should access a primary resource when highlighting their findings.

Formative Assessment: "Give Five, Get Five"

Students should collaborate with an individual from another group. The class, which is lined around the perimeter of the room will place right palm to left palm. The student with the smaller palm goes first. As students push on the tips of each finger, they should provide four statements regarding, the Transatlantic Slave trade, and its relationship to sugar. The listener repeats them back. Select a few volunteers to share what was discuss. This strategy helps to solidify content material and provides a basis for clarification for the next lesson.



www.movinghere.org.uk/galleries/histories/caribbean/origins/slavery1.htm#

Topic:

Group Members:

Task: Open the link identified above. Read the webpage assigned to your group. When selecting the image, view it carefully noticing the details that you will share with the entire class. It is the job of your group to be the expert for this topic. Take notes using bullets to highlight important details and facts regarding the content material as well as information regarding the primary resource.

Presentation: Access the page assigned to your group. Open the primary document when presenting the information that you bulleted on the index card.

Tape the index cards into your Historian's Toolbox.