

PROJECT TITLE: Transatlantic Slave Trade: Make or Break Identities?	
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CLASSROOM PRACTICE

1. HI Overview & Teaching Thesis: The majority of individuals involved in the slave trade were motivated by economic and political gains. Unfortunately it also involved those that were not looking for gains, but had no choice to take part. Over the period of approximately three hundred years enslaved people from the continent of Africa were taken, with force to North America, South America, and Europe. During this process of enslavement several identities were changed, formed, or solidified. The massive transatlantic movement impacted the enslaved, the merchants, and the slave holders socially, physically, and psychologically. This lesson challenges students to view the transatlantic slave trade from several perspectives. While analyzing these perspectives they will be able to gain a better understanding about the identities that were altered, formed, or strengthened by the impact from the slave trade.

2. Suggested Grade Level and Length of Activities:

10th grade A.P. European History/ World Studies II

Lesson 1- 90 minute block

Lesson 2- 90 minute block

3. Significance & Relevance:

- The transatlantic slave trade involved people from all walks of life. By completing this lesson the students will have gained a greater understanding and comprehension of how the trade impacted their identities. Students will get a sense of how events can alter individuals' sense of self, and those around them. This also gives students an opportunity to explore and analyze their own perspectives of the slave trade.

• Selected State & National Standards –

WHII.1 The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.)

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

- d) describing Africa and its increasing involvement in global trade

- OAH Historical Inquiry Skills –

2C Read historical narratives imaginatively, taking into account (a) the historical context in which the event unfolded--values, outlook, options, and contingencies of time and place; and (b) what the narrative reveals of the individuals involved--their probable motives, fears, strengths, and weaknesses.

2G Draw upon visual, literary, and musical sources including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and (c) folk, popular, classical music to clarify, illustrate, or elaborate upon information presented in the historical narrative.

3D Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

4. Lesson Objectives –

- Students will be able to define and discuss what the term identity means
- Students will be able to identify the impact of the transatlantic slave trade on the identities of select individuals involved in the slave trade.
- Students will be able to analyze how those identities impacted the global community
- Students will be able to compare and contrast the change in identity over time for select primary sources from the transatlantic slave trade
- Students will be able to answer a free response question that addresses the impact of the slave trade on the identities of those discussed in class

5. Lesson Plans or Instructional Activities –

Lesson 1: Make or Break Identity?

Students will discuss what the term identity means to them. They will come up with the best definition of the term. They will then discuss/ debate whether identities can change over time. This will then lead into a discussion about the transatlantic slave trade and the poem “Amazing Grace”.

Students will choose an identity to apply to the poem “Amazing Grace”. They will analyze the lyrics using the identity selected and give five specific reasons why they believe that identity best suits the poem. Once that is complete we will discuss as a class the various options. Other examples will be displayed about the various identities through the transatlantic slave trade. Students will then be given a document to analyze and apply APPARTS to the document and prepare a response explaining how the slave trade impacted the individual-make or break identity.

Lesson 2: DBQ Day

Students will discuss their answers to the APPARTS worksheet and compare analysis of documents. They may pair share, or get into groups of two-four to go over the correct analysis. Also, this provides an opportunity for insight that may have been missed. After that, student will be given the following DBQ question: Analyze and then compare and contrast the effects of the transatlantic slave trade on the identities of three different individuals. Students will be using the same documents that they analyzed earlier. Allow 15 minutes for preparation, and 45 minutes to write the essay. Once that is complete, have students turn in with the attached rubric.

6. Modifications, Differentiation, and Extensions –

Lesson 1

- After going over the power point presentation and passing out documents, if there is access to a computer lab, students could research the document they have been given. Have them complete a brief narrative from the authors' perspective.
- If short on time, or for lower level students, do not do the APPARTS activity.
- To extend this lesson the students could create a script and then act out a role play demonstrating how they viewed the impact of the slave trade based on their characters impact

7. Related Materials and Resources:

- a. Power point introducing impacts of the transatlantic slave trade on identities
- b. Power point and teaching guide
- c. Primary source documents to be used for DBQ (13)
- d. Directions for APPARTS and DBQ handouts
- e. APPARTS and DBQ handout
- f. Directions for the assessment and short answer question(s)
- g. Short answer question to be used for assessment
- h. Lesson plan for two day unit
- i. Background (scholarship essay)

8. Annotated Instructional Bibliography

Revelations of a Slave Smuggler. Drake, Richard, c. 1860. Metro Books, Inc: New York, New York.

Summary: This is a detailed account of Captain Richard Drake who led slave smuggling voyages for over 50 years. Although Richard Drake is on his deathbed while writing his account the reader is able to receive a view into the life of a man who committed many atrocities and is now regretting them. This book fulfills the purpose of the lesson by giving the student to evaluate his life, and what events may have caused him such misery as he quit the slave trade. He was never able to gain peace of mind, or happiness once slavery was abolished.

Spirits of the Passage. Burnside, Madeleine. Simon and Schuster Editions: New York, New York: 1997.

Summary: Contained within this book are several primary source accounts of the slave trade. There is an overview of the start of slavery and the continuation to have the slave trade become abolished. Rituals and customs are discussed and how they continued to live on through the transportation and deportation of Africans across the seas.

John Barbot, "*A Description of the Coasts of North and South Guinea*," in Thomas Astley and John Churchill, eds., *Collection of Voyages and Travels* (London, 1732). Retrieved from <http://www.vgskole.net/prosjekt/slavrute/1.htm>

Summary: This document provides incite to what slaves were struggling with. Slavery came from within African nations and this discusses how several Kings were absolute rulers that would sell individuals that did not please them or obey their whims. Children were often sold into slavery without their mothers, thus separating family units.

A Narrative of the Life and Adventures of Venture, A Native of Africa (New London, Conn., 1798; expanded ed., Hamden, Conn., 1896). Retrieved from: <http://www.vgskole.net/prosjekt/slavrute/4.htm>

Summary: From childhood to adulthood, this discusses the events that changed his life throughout the slave trade. As a son of a King in Guinea he describes how conflicting tribes kidnapped him and his family from their homeland. He details his events traveling to Barbados and being sold and then traded. Eventually his life led him to America where he continued building his family and eventually bought his own freedom.

Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa* (London, 1788). Retrieved from <http://www.vgskole.net/prosjekt/slavrute/7.htm>

Summary: Alexander Falconbridge was a surgeon on board a slave vessel. Being a part of the transportation of slaves altered his perception of what the slave trade was. His perception changed as an altered state of reality unfolded before him as human being were treated as cargo. Because of his graphic experiences and involvement in the slave trade he later played a role in the abolition movement.

Charles Ball, *Slavery in the United States: A Narrative of the Life and Adventures of Charles Ball, A Black Man* (New York, 1837). Retrieved from <http://www.vgskole.net/prosjekt/slavrute/23.htm>

Summary: This document helps us to see what traditions and customs remained with the Africans that were transported to the Americas. Charles Ball was one of those transplanted slaves. He survived in Maryland and explains the tradition and custom of burying an infant from a West African village.

Peter Randolph, *Slave Cabin to the Pulpit* (Boston, 1893). Retrieved from <http://www.vgskole.net/prosjekt/slavrute/24.htm>

Summary: A comparison of Christianity between African culture and embedded European traditions and culture relating to Christianity. This source describes how traditions and cultures are so entrenched in both Africans and Europeans. Slavery may have caused some forced assimilation, but the traditional roots are still apparent in this document.