Title: Identities: Make it or Break it?
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Key Words: Identities, Slave Trade, Transatlantic
Grade Level 10
Time Allotted Two 90 Minute Blocks

Lesson Overview	Students will analyze primary source documents to determine identities that may have been impacted from the slave trade. They will then answer a DBQ (document based question) on the subject using the documents they just analyzed.
Guiding Question(s)	What identities were formed, changed, or solidified because of the transatlantic slave trade? What were the different perspectives regarding the transatlantic slave trade? Why were they different?

Learning Objectives

- Students will be able to analyze primary source documents and place them in the proper framework of history and trace the impact of the slave trade
- Students will be able to connect different perspectives of the transatlantic slave trade and combine them together to form a global perspective
- Students will be able to describe their individual documents from those participating in the slave trade and compare/contrast them to other documents shared within the class
- Students will be able to answer a free response question that analyzes the identities impacted from the slave trade.

Standards of Learning & Essential Historical Skills Taught:

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 and analyze historical narratives from the transatlantic slave trade, taking into consideration the values and experiences that may differentiate each individuals role and experience

2G Look at primary sources that depict slave experiences through music, images, and poetry

3D Consider and interpret the various motives and the impact of those motives of being involved with the transatlantic slave trade

Assessment Tools

APPARTS Handout
DBQ Rubric

Materials/Resources

- Primary Source Documents
  1-Slaves dancing on the Henrietta Marie
  2-John Barbot-worked for the African Royal Trade Company
  3-Venture Smith
  4-Alexander Falconridge
  5-Alexander Ball
  6-Peter Randolph
- APPARTS Handout
- DBQ Rubric
- Talking points in power point and teaching guide

Modifications

- 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 the assignment have the students complete a Document Based Question using the documents for each student.

Instructional Procedures/Process

Preparation:

- Cue up PPT introducing the topic and setting the atmosphere for how to analyze and interpret historical documents
- Print and make copies of resources (APPARTS handout, primary source articles, and DBQ Rubric)

Activity 1. Amazing Grace

- Ask students to come up with their own definition of identity.

-identity is a collective set of characteristics that are common

Once they have that, share with the class. Have them choose the best definition. Once that is complete:

- Ask students if identities can change over time? What causes the change?

-Identities can change over time-Native Americans, and even the students' own identity-what do they relate to or characterize themselves with?

-Ask students what they believe an identity is. How does one form an identity? Does it vary from different cultures and experiences?

-Tell them you will be discovering some changes of identity through analyzing primary source documents from the era of the transatlantic slave trade.

- Review the concept of slavery with the students by discussion and have them summarize the transatlantic slave trade.

-Ask the following:

-What is slavery? Who was typically enslaved? Why?

-What impact did the transatlantic slave trade have on the rest of the world?

-Have each student summarize the transatlantic slave trade by listing five words that may describe it.

-Share the list with the class and compare similarities and differences amongst the various perspectives/concepts of the slave trade.

Activity 2.

- Begin power point presentation as the background information about John Newton's life is shared.
- As a class discuss the questions presented at the bottom of the slides.
- Play the following song to describe his life-found at the following link:

http://soundclick.com/share.cfm?id=9676383

- Ask the following:
- **What impact did the slave trade have on John Newton? (slide 4)**

- Go through other examples of primary sources from the slave trade.

What would a 12 year old boy think about slavery? Why? Does it depend on his environment? (slide 5-6)

- Discuss Richard Drake as a Slave Smuggler. (slide 7)
- Primary source of Josiah Henson:

What happened to his father? How did he change? Why? (slide 8)

Activity 3-

- Pass out primary source documents.
Have the students complete the APPARTS analysis for their document**.**
Discuss possible answers when complete.

Lesson 2- Day Two-DBQ Day

Activity 1-

Students will finish discussing answers to documents. Students will use the same documents to answer the DBQ in class. Pass out all documents to each student. Allow them 15 minutes to preview documents-then 45 minutes to write dbq. Collect responses when complete.

-Doc. 1-image of slaves dancing on the Henrietta Marie
-Doc. 2-4-excerpts from John Barbots: "A Description of the Coasts of North and South Guinea"
-Doc. 5-8-excerpts from Venture Smith: "I Then Had a Rope Put About My Neck"
-Doc. 9-11-excerpts from Alexander Falconbridge: "The Men Negroes...Are..Fastened Together...by Handcuffs"
-Doc. 12-excerpts from Charles Ball: "I Assisted to Inter the Infant"
-Doc. 13-excerpts from Peter Randolph "The Slaves Assemble in the Swamps"

DBQ question-

Pose the following question and have the students respond:
Analyze and discuss the identities that were impacted from the Transatlantic Slave Trade. Or Analyze and then compare and contrast the effects of the transatlantic slave trade on the identities of three different individuals from the documents.