

America on the World Stage
Transatlantic Teacher Scholars Program

Title – From Africa to the Americas

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Key Words – Geography, Brazil, Barbados, Virginia, England, Portugal, Atlantic Ocean, Slavery

Grade Level – 5/6

Time Allotted – 60 minutes

Lesson Overview	In this lesson, students will look at the life in Portugal, England, Barbados (Caribbean), Brazil (South America) and Virginia (Mainland). Students will be presented with two maps showing the Transatlantic Slave Trade routes, and will be asked to analyze and interpret them. After discussing motivations for slavery, mercantilism, and the triangular trade, students will be asked to complete a concept sort as a formative assessment.
Guiding Question(s)	How do place and context play a part in the slave trade? Why were slaves taken from Africa?

Learning Objectives:

- Students will be able to identify the Atlantic Ocean, Portugal, England, Africa, Brazil, Barbados, and Virginia on a map.
- Students will be able to read and interpret different maps showing the trade routes of the Transatlantic Slave Trade.
- Students will be able to categorize images into three regions (Mainland, South American, and Caribbean) using their knowledge of those areas.

Standards of Learning & Essential Historical Skills Taught:

- Virginia SOL USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:
 - a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - d) interpret ideas and events from different historical perspectives;
 - e) evaluate and discuss issues orally and in writing;
 - f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- Virginia SOL USI.2 The student will use maps, globes, photographs, pictures, or tables to
 - a) locate the seven continents and five oceans;
 - c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
- National History Standards:
 - 🌐 **ERA 2 Colonization and Settlement (1585-1763)**
Students should understand how the values and institutions of European economic life took root in the colonies; how slavery reshaped European and African life in the Americas.

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- **3A Demonstrate understanding of colonial economic life and labor systems in the Americas by:**
 - Analyzing mercantilism and explaining how it influenced patterns of economic activity. [Analyze cause-and-effect relationships]
 - Explaining the development of an Atlantic economy in the colonial period. [Reconstruct patterns of historical succession and duration]
- **3C Demonstrate understanding of African life under slavery by:**
 - Analyzing the forced relocation of Africans to the English colonies in North America and the Caribbean. [Evidence historical perspectives]
- OAH Historical Inquiry Skills - Historical Analysis and Interpretation –
 - 2.g - Draw upon visual sources including: (a) photographs, cartoons and architectural drawings;

Assessment Tool(s):

From Africa to Americas Question Frame for Students (Key provided)

Materials/Resources:

- Day 1 PowerPoint (with computer and projector)
- 1 From Africa to America Framing Questions handout per student

Modifications (to meet needs of diverse learners)

- For students who are slow at recording information, provide more for them ahead of time.
- Give out the Key to students who were absent so they get the material.

Instructional Procedures/Process

1. Turn on your computer and projector.
2. Open the Day 1 PowerPoint.
3. Slide 2 – Map of the World: The map has twelve places marked. The twelve numbers will appear one at a time as you click. Not all the marked locations are on the worksheet, which makes it a little more challenging of a review activity. Feel free to edit the PowerPoint if you want it easier.
 - a. As the numbers pop up, ask students to identify Portugal, England, Africa, Brazil (South America), Barbados (Caribbean), and Virginia (North America) by number, and record it on their worksheet. Also ask them to find the body of water which connects all those places (Atlantic Ocean).
4. Slide 3 - 8 – What do you see here?? In this section, students are being asked to make observations about different primary sources. Allow students an opportunity to discuss where they think the image is from, and why. Share with students the correct location, and have them record it on their paper, along with any other information that may help them understand life in that region.
 - a. Slide 3 – London, England during the Colonial Period
 - b. Slide 4 – Lisbon, Portugal during the Colonial Period
 - c. Slide 5 – Sugar Plantation in Brazil
 - d. Slide 6 – Virginia Plantation
 - e. Slide 7 – Slave Fort in Africa
 - f. Slide 8 – Sugar Plantation in Barbados
5. Slide 9 – Transatlantic Slave Trade Routes
 - a. Explain that we are going to begin talking about the Transatlantic Slave Trade.
 - b. Give students a minute or two to look at the first map.

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- c. Then, begin to analyze the first map as a class,
 - i. What is the map telling us? (the number of slaves leaving Africa, and where they were taken)
 - ii. Where are the slaves coming from? (Africa)
 - iii. What 5 places appear to receive the most slaves from 1500 to 1900? (Brazil, Barbados, Jamaica, St. Dominica, Cuba, and United States)
 - iv. Where did the most slaves go? (Brazil)
 - v. How do you know? (thickest arrow pointing away from Africa)
6. Slide 10 – Transatlantic Disembarkment Map
 - a. Now show students the second map. Point out the title of this one: Major Regions Where Captives Disembarked. Take a minute to discuss that means places the most slaves left the ship.
 - b. Give students a few minutes to look over this map.
 - c. Ask each student to make a connection between the number of slaves that disembarked in the United States vs. the Caribbean and record it on their sheet.
 - d. Ask each student to make a connection between the number of slaves that disembarked in the United States vs. South America and record it on their sheet.
 - e. Now ask, what does Transatlantic mean? (Atlantic is the ocean, trans- means across) and have students record it on their sheet.
 - f. Now ask students why we refer to this moving of slaves as the Transatlantic Slave Trade.
7. Slide 11 – Economy of the Transatlantic Slave Trade
 - i. Colonies role in mother country (resources, land)

1. Mercantilism (taken from

- <http://encyclopedia.kids.net.au/page/me/Mercantilism>)

- Ideas behind mercantilism:

- that European countries are in direct competition
 - that whichever country has the most wealth wins that competition
 - that gold and silver bullion are synonymous with wealth.

The main corollary to these precepts, which would define international relations for centuries, was that the key for a country to gain more precious metals was for that country to have a favorable [balance of trade](#). Each had to export more goods and services than it imported, unless of course it could just produce a lot of its own precious metals. For example, [England](#) established colonies in the western hemisphere partly in order to have an internal source of timber (important in ship-building, and thus in maintaining naval [power](#), rather than depending on purchases from the [Baltic](#) area. Mercantilism fueled [colonialism](#) under the belief that a large empire was the key to wealth.

- b. Money, Money, Money...
 - i. exploring the benefits of sugar for the British & Portuguese economies
 1. Demand for sugar increasing in Europe
 2. Requires a subtropical/tropical climate – warm with plenty of precipitation
 3. Fertile Soil
 4. Cheap labor – willing to work long, demanding hours, for next to nothing
- c. Why from Africa

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- i. distance – shortest boat trip from Africa (illness on ships, replenish supplies)
 - ii. cost – leaders of African kingdoms were willing to barter/trade workers for goods
 - iii. Triangular Trade – leave from Africa, stop and sell/replenish supplies in Africa, continue on to the Caribbean/Mainland North America, stop and sell/replenish supplies, then continue back to Africa.
- 8. Slide 12 – A little more information...
 - a. British Colonies
 - i. Virginia (Mainland North America)
 - 1. Colonized in 1607 by the Virginia Company of London (economic venture)
 - 2. Cash crops – tobacco, cotton
 - 3. Sub-tropical climate – warm most of the year, plenty of precipitation, fertile soil
 - ii. Barbados
 - 1. Colonized in 1627
 - 2. Portugal was the first to set foot on the island, but the British established the first colony
 - 3. Cash crops – tobacco (until mainland North America took over), cotton, and sugar
 - 4. Tropical climate – warm all year, near the equator, plenty of rain and fertile soil
 - b. Portuguese Colonies
 - i. Brazil
 - 1. Colonized in 1549
 - 2. Cash crops – wood tree, sugar, coffee
 - 3. Sub-tropical climate – warm most of the year, plenty of precipitation, fertile soil (some rainforests in this area)
 - 4. Tropical climate – closer to the equator, warm all year, fertile soil
- 9. Slide 7 – Closing Activity
 - a. Have students turn to the last two pages in their packet.
 - b. Explain to students they are going to be cutting all the images, maps, flags and quotes from pg. 5 out carefully.
 - c. They are then going to place each one under the region they believe it belongs with.
 - d. Once they are all sorted, and students are confident in their decision, they should glue or tape them onto the chart on pg. 4.
 - e. This will count as their formative assessment for this lesson. The entire packet should be turned in before they leave. No more than 10 minutes should be necessary for this activity.

Closure -

Once everyone has turned in their paper, show students the correctly completed chart. Allow an opportunity for discussion if needed. Share exit slide – allow students two minutes to chat with their neighbor about their selected answer. If time permits, allow select students to share their idea.