

PROJECT TITLE: How did place and context affect the slave experience in the Americas? (Mainland, Caribbean, Brazil)	
AUTHOR: Jennifer Orr	SUBJECT & GRADE LEVEL US History to 1865 – grade 5/6

CLASSROOM PRACTICE

1. HI Overview & Teaching Thesis:

This instructional kit focuses on getting students to use primary and secondary sources to make connections, or disconnects, between plantation slavery in the south with plantation slavery in other colonies (Caribbean and South America). They will also see how geography and climate affected the life of slaves in the different regions, as well as the variety of products plantations produced. Finally, students will synthesize their knowledge in creating a mobile showing some universal truths about the slave trade, and also regional differences they have identified.

2. Suggested Grade Level and Length of Activities: 5th or 6th grade – 180 minutes (series of three lessons)

3. Significance & Relevance:

a) The Virginia Standards of Learning (SOL's) for US History to 1865 just skim the topic of slavery. Our students are aware that slaves are around in the colonial days, but we primarily focus slavery in the antebellum south. If you ask a student in US History to 1865 what a slave is, they will almost certainly describe African picking cotton that lives on a plantation in the south. They have little idea that slavery existed outside of the south and away from cotton plantations. By expanding the study of slavery beyond the south, students will gain a better understanding of the complexity of the Transatlantic slave trade and its impact on other areas of the world.

b) Selected State & National Standards – Virginia Standards of Learning (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;

- ④ USI.2 The student will use maps, globes, photographs, pictures, or tables to
 - a. locate the seven continents and five oceans
 - b. 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:

④ **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.

- **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 –
 - 3. Historical Analysis and Interpretation
 - b. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
 - d. Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes and fears.
 - g. Draw upon visual sources including: (a) photographs, cartoons and architectural drawings
 - 4. Historical Research Capabilities
 - a. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.
 - 5. Historical Issues Analysis and Decision Making
 - b. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

4. Lesson Objectives –

- a) Students will be able to locate the Atlantic Ocean, England, Portugal, Africa, Brazil, Barbados, and Virginia on a map during the PowerPoint presentation, and record it on their question frame.
- b) Students will be able to categorize images, maps, quotes, and charts on a three column graphic organizer based on characteristics in the three colonial regions studied.
- c) Students will be able to analyze primary and secondary sources to learn about the life of a slave in the Americas, and record their findings in their research packet.
- d) Students will be able to compare and contrast the material life of a slave in the North America, South America and Brazil using a three circle Venn diagram.
- e) Students will be able to create a mobile identifying key universal truths and regional differences regarding slavery in the Americas, both in pictures and writing.

5. Lesson Plans or Instructional Activities –

- a) Day 1 – Review the geographical locations of the Atlantic Ocean, England, Portugal, Brazil, Barbados and Virginia. Teacher will work students through a variety of information on the Transatlantic Slave Trade. Students will be recording information from each slide to use on their final project. As a formative assessment, students will be asked to sort images, quotes, maps and flags into the three regions.
- b) Day 2 – Students will be rotating between research stations on the Americas. They will be evaluating primary and secondary sources to determine how life was for a slave in each region. As a formative assessment, students will work in pairs to complete a 3-Venn Diagram synthesizing their research.
- c) Day 3 Begin assessment project – Slave Trade Mobile. Today students will be asked to synthesize their learning from the past few days. They will be creating a foldable mobile with four sides. One side will identify the universal truths about slavery in the three regions of the America we studied. The other three sides will be devoted to the regional differences they uncovered. Students will be asked to draw symbols or illustrations, and also write a paragraph on each side of the mobile describing the regional differences.

6. Technology (if applicable) -

- a) Various online resources and digital archives– as noted in lesson plan templates
- b) Computer with projector – each day
- c) Microsoft PowerPoint – each day

7. Modifications, Differentiation, and Extensions –

- a) Students could complete the station rotation as a web quest, or an internet hunt.
- b) Any of the lessons could be done whole class, group, pairs, or individuals.

8. Related Materials and Resources:

a) Lesson Plans –

- i. Day 1 – From Africa to America (Microsoft Word)
- ii. Day 2 – Life of a Slave Stations (Microsoft Word)
- iii. Day 3 – Slave Trade Mobile (Microsoft Word)

b) Supplemental Power Points, worksheets, handouts, answer keys –

- i. Day 1 –
 1. From Africa to the Colonies (Microsoft PowerPoint)
 2. From Africa to the Colonies Framing Questions Worksheet for students (Microsoft Word)
- ii. Day 2 –
 1. Day 2 PowerPoint
 2. Life of a Slave Student Resource Packet (Microsoft Word)
 3. Day 2 Station Documents (Microsoft Word)
 4. Venn Diagram Life of a Slave (Microsoft Word)
- iii. Day 3 –
 1. Day 3 PowerPoint
 2. Slave Trade Mobile (Microsoft Word)

c) Grading Assessment (Formative or Summative) with answer keys and/or rubric

- i. Day 1
 1. From Africa to the Colonies Framing Questions Answer Key (Microsoft Word)
- ii. Day 2
 1. Rubric Life of a Slave Venn Diagram (Microsoft Excel)
- iii. Day 3
 1. Rubric Life of a Slave Mobile (Microsoft Excel)

9. Annotated Instructional Bibliography

Boddy-Evans, Alistair. The Transatlantic Slave Trade. Retrieved December 14, 2010.

<http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm>

Byrd Plantation. Wikipedia Commons. Retrieved December 14, 2010.

<http://en.wikipedia.org/wiki/File:Byrd-plantation.JPG>

Caribbean, 1662. Image References A013. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010.

<http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=caribbean&recordCount=36&theRecord=0>

Clarke, John Henrik. An Overview of Black History (Ch. 20 – South America and the Caribbean). AfricansWithin.Com. Retrieved December 14, 2010.

http://www.africawithin.com/black_history/overview_chapter20.html

Clarke, John Henrik. An Overview of Black History (Ch. 21 – Early Years in the United States). Africans Within.Com. Retrieved December 14, 2010.

http://www.africawithin.com/black_history/overview_chapter21.html

Corn Shucking, Virginia, 1840's. Image Reference Livermore337. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010.

<http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=corn%20shucking&recordCount=2&theRecord=1>

Cotton Cultivation, US South, 1875. Image Reference cottonculture-1875. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010.

<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=7&categoryName=New World Agriculture and Plantation Labor&theRecord=14&recordCount=114>

Deck of Slave Ship, Jamaica, 19th Century. Image Reference LCP-31. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010.

<http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=deck%20of%20a%20slave%20ship&recordCount=1&theRecord=0>

Destinations of the Atlantic Slave Trade, 1451 – 1870. Image Reference G009. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=1&categoryName=Maps:%20Africa,%20New%20World,%20Slave%20Trade&theRecord=23&recordCount=34>

European Settlements in North America and Caribbean, 1733. Image Reference A014. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=north%20america&recordCount=9&theRecord=0>

Festival of the King, Rio de Janeiro, Brazil, ca 1770's. Image Reference juliao12. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=festival%20of%20the%20king&recordCount=1&theRecord=0>

Festival, South Carolina, 1852. Image Reference LCP-62. The As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=12&categoryName=Music,Dance,andRecreationalActivities&theRecord=29&recordCount=54>

Funeral Procession, Brazil, 1830's. Image Reference NW0182. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=bahia&recordCount=9&theRecord=4>

Harvesting Coffee, Brazil, 1830's. Image Reference NW0050. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=7&categoryName=NewWorldAgricultureandPlantationLabor&theRecord=62&recordCount=114>

House of Plantation Workers, US South, 1880's. Image Reference COFFIN. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=8&categoryName=PlantationScenes,SlaveSettlementsandHouses&theRecord=16&recordCount=84>

Human Races (Las Castas). Artist Unknow. As shown on Art through Time: A Global View. Courtesy of Schalkwijk/Art Resource, NY. <http://www.learner.org/courses/globalart/work/85/index.html>

London Bridge in the 17th century. BBC. Retrieved December 14, 2010. <http://www.bbc.co.uk/composers/purcell/pictures/>

Mintz, S. (2007). The Newness of New World Slavery. *Digital History*. Retrieved December 13, 2010 from http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=62

Manioc (Cassava) Processing, Brazil, 19th cent. Image Reference BLAKE3. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. [http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=Manioc%20\(Cassava\)%20Processing&recordCount=2&theRecord=0](http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=Manioc%20(Cassava)%20Processing&recordCount=2&theRecord=0)

Musical Group, Brazil, 1846. Image Reference ewbank1. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/details.php?categorynum=12&categoryName=Music,%20Dance,%20and%20Recreational%20Activities&theRecord=18&recordCount=54>

National Maritime Museum. Freedom a KS3 history resource about Britain and the Transatlantic Slave Trade. About the Slave Trade – Timeline. Retrieved December 14, 2010. <http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/timeline>

PBS Africans in the Americas – Part 3 Narrative: Map: The Growing New Nation. Retrieved December 14, 2010. <http://www.pbs.org/wgbh/aia/part3/map3.html>

Plantation Mill Yard and Sugar Mill, Brazil, 1830s. Image Reference NWO295. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=plantation%20mill&recordCount=4&theRecord=3>

Sandy Point Estate, St. Kitts (St. Christopher), British West Indies, ca. 1795. Image Reference NW0005. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=barbados&recordCount=62&theRecord=23>

Slave houses, Brazil, 1830's. Image Reference NWO111. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=brazil&theRecord=93&recordCount=174>

Slave Quarters, Kingsley Plantation, Duval County, Florida, ca 1870. Image Reference NW0110. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.etc.virginia.edu/Slavery/detailsKeyword.php?keyword=duval%20county,%20fl&recordCount=1&theRecord=0>

Slavery Timeline. The Story of Africa – Slavery. BBC World Service. Retrieved December 14, 2010. <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/9generic3.shtml>

Sugar Plantation Mill Yard, Barbados, 1881. Image Reference NW0003. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=sugarplantation&recordCount=35&theRecord=18>

Sugar Works and Plantation, Pernambuco, Brazil, ca. 1640. Image Reference blaeu04a. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=Pernambuco,%20Brazil&recordCount=6&theRecord=0>

Thatched Houses, Barbados, 1898. Image Reference NW0023. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=barbados&theRecord=37&recordCount=62>

Thomas Jefferson's Farm Book excerpt. *Slavery and the Making of America*. PBS. Courtesy of the Massachusetts Historical Society. <http://www.pbs.org/wnet/slavery/experience/living/docs4.html>

Tobacco Warehouse, Richmond, Virginia, 1865. Image Reference 09_709. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=tobacco&recordCount=25&theRecord=0>

Vertical-Roller Sugar Mill, British West Indies, 1840's. Image Reference NW0275. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=vertical&recordCount=16&theRecord=10>

View of the Ribeira Palace in Lisbon, Portugal, 1598. Wikipedia Commons. Retrieved December 14, 2010. <http://en.wikipedia.org/wiki/File:Ribeira-Braun-1598.jpg>

View of a sugar-producing farm (engenho) in colonial Pernambuco by Dutch painter Frans Post (17th century). Retrieved December 14, 2010. <http://userpages.umbc.edu/~kars/history%20200/Sept%2022%20images.htm>

Working in Sugar Cane Fields, 19th century. Image Reference cass3. As shown on The Transatlantic Slave Trade and Slave Life in the Americas exhibit. Sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library. Retrieved December 14, 2010. <http://hitchcock.itc.virginia.edu/Slavery/detailsKeyword.php?keyword=plantation&theRecord=41&recordCount=158>