

Title: Slave Trade: Africa

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Key Words: slave trade, Africa, slave ship, coast

Grade Level: 6th

Time Allotted: 90 minutes

Lesson Overview	This lesson is a crash course in the trading of enslaved Africans on the African continent. Basically, it covers how and why Africans were brought into the slave trade as slaves. This lesson allows students to connect the enslavement in Africa to the former slave system in America.
Guiding Question(s)	How and why were Africans brought into the Transatlantic Slave Trade?

- **Learning Objectives**

- Students will be able to connect the role of Europeans and Africans on the continent of Africa to the institution of slavery in the Americas.
- Students will be able to explain the different methods in which Africans were enslaved
- Students will be able to identify items and terms used in the “slave trade”
- Students will be able to describe the journey from village to ship as an enslaved African

Standards of Learning & Essential Historical Skills Taught:

Virginia State Standards- USI. 5c

Enslaved African Americans:

- Were captured in their native Africa and sold to slave traders; then were shipped to the colonies where they were sold into slavery
- Were owned as property for life without any rights.

Historical Thinking Standards for Grades 5-12

-Chronological Thinking

-Using pictures and written accounts, students will put together four stages of enslavement from the time of capture in the village to the time they are chained on the slave ship.

-Historical Research Capabilities

-From the picture in "slide one" of the SLAVE TRADE Instruction ppt., the students will most assuredly develop questions which will be answered through instruction and research using the SLAVE TRADE Interactive ppt.

Assessment Tool(s) – The student will have a take-home assessment where they will create a newspaper article describing the horrific journey of enslaved Africans from their village to slave ship.

Materials/Resources

LESSON PREPARATION:

- {SLAVE TRADE Instructional ppt.}-the class instruction PowerPoint with the "Sweat licking" picture as the beginning or "hook" slide.
- {Bell Ringer –slave trade}- "Tools of the Trade" bell ringer worksheets used as the anticipatory set.
- {SLAVE TRADE Interactive ppt} – this interactive PowerPoint needs to be loaded on a suitable number of computers for students to complete the "Take a Closer Look" worksheets.
- {Free to Slave accounts} {Free to Slave pictures} {Free to Slave guiding questions}- all three of these documents are used to complete the chronological activity, telling the story from village to slave ship.
- {Take a Closer Look.doc} – this document is used as the guide for the student research on the SLAVE TRADE Interactive ppt. The questions are then answered as a group while the teacher speaks through the SLAVE TRADE Interactive ppt.
- {EXIT SLIPS)- this document will be used for closure at the end of class.
- {Extra!Extra!}- this document will be used for the take-home assessment
- {Persuasive Essay Rubric!}- this document will be used to assess the Extra! Extra! take-home assessment

Modifications (to meet needs of diverse learners)

-to help give ideas for the take-home assessment the teacher can add a clip of William Wilberforce's address to Parliament in 1789 about the slave trade, in which he argues for abolition. See <http://gallery.nen.gov.uk/audio75760-abolition.html>

Instructional Procedures/Process

- 1) Using the SLAVE TRADE Instructional ppt., display SLIDE 1 of the PowerPoint to “hook” the students and create curiosity and questions. The slide displays a European slave trader licking the sweat of a captured African. This was a way traders thought they could determine the health of an enslaved African.
- 2) SLIDE 2- these are the questions that will be answered by the end of the lesson.
- 3) SLIDE 3- Pass out the Bell Ringer worksheet. This is a matching worksheet, which introduces them to different objects used in the slave trade in Africa. This should spark interest and lay groundwork to build upon.
- 4) Using SLIDE 4 of the SLAVE TRADE Instructional PowerPoint., go over the answers to the bell ringer and inform them that they will learn more about the items and their uses later on.
- 5) SLIDES 5-9 - Chronology Activity – this will help the students piece the four stages of an enslaved African’s horrifying journey together.
 - A- Pass out the “Free to Slave” packet of papers. (This should include: the four passages telling the tale of Equiano’s journey, the four pictures which add visuals of similar journeys, and the guiding questions.
 - B- The students should cut the written passages in half so they have a total of four written passages and four pictures on their desks. Have them read the passages and try to determine which event took place first, second and so on. Once they have put them in order, have them try to match up the pictures with the passages.
 - C- When you are satisfied that a good number have completed this correctly, explain to them that this was one example of an African being kidnapped, marched, to the coast, and sold into slavery.
 - D- Read through each passage in the correct order, and then discuss the pictures as you show them on the PowerPoint.
 - Picture One – four Africans are being taken from their village in a coffer. It is apparent that the person overseeing this departure is African as well. This should stir up good questions about “Africans enslaving Africans.”
 - Picture Two – the top image shows a European tasting the sweat of an African. He is doing this because they believed they could tell if they were healthy or not. The bottom image shows Africans rowing enslaved Africans to a slave ship at anchor.
 - Picture Three – sailors are shackling men together two at a time, and then taking them below deck.
 - Picture Four – this is the slave ship “Brooks” and is a diagram of how they were to “pack” the ship.

- 6) Interactive PowerPoint Research – if at all possible try to have the SLAVE TRADE Interactive PowerPoint loaded so each student has an individual computer. If this is not possible, make adjustments, such as grouping, as needed. Pass out the “Take a Closer Look” questions. The students need to navigate through the interactive PowerPoint and answer the questions. The PowerPoint allows the teacher and student to click on the various items to view more information, and then click the “home” button to go back to the main page.
- 7) Once this is complete work through the PowerPoint together. Ask questions, answer questions, and bring up information that the students might not have uncovered. Work through the PowerPoint together. See “Talking Points for PowerPoint.” This guide will help the teacher when working through the SLAVE TRADE Interactive ppt. together as a class.
- 8) Pass out the EXTRA!EXTRA! take-home assessment. Explain to the students that they are to write a short article describing the slave trade in Africa. How people are enslaved, what takes place, what tools are used, where they are heading, etc.) They are to write this as if they are journalists in the early 1800s. So, basically, they are writing as if slavery in Africa and America is still present. Encourage them to use the information and the data they collected in their “Take A Closer Look” research.
- 9) Closure- display the “sweat” picture again from the SLAVE TRADE Instruction ppt. The students now have an understanding of what is taking place. They have possibilities in their heads of how the people got there, what might be taking place on the slave ship in the background, etc. Pass out the “Exit Slips,” and have the students answer the questions before leaving class. This, along with observations made during class, and the “Newspaper” take-home assessment should give the teacher a good idea as to whether the lesson objectives were met.