

PROJECT TITLE:	
Slave Trade: Africa	
AUTHOR: Jared A Morris	SUBJECT & GRADE LEVEL American History I – 6th grade

CLASSROOM PRACTICE

1. **HI Overview & Teaching Thesis:** Students and teachers spend little time discussing the African side of the Transatlantic Slave Trade. The focus of this study is the Transatlantic Slave Trade in Africa. Through pictures, primary sources, and PowerPoint the lesson focuses on Africans brought into the slave system, the people involved in the slave trade on the African continent, and the daily life of all individuals involved. It gives general information but also puts a human face to the hardships and horrors involved in the over three hundred years of the slave establishment in Africa. The “who, what, where, and how” of the slave trade in Africa is the basic guideline, but this lesson allows the students to connect the role of Europeans and Africans on the continent of Africa to the institution of slavery on the American continents.
2. **Suggested Grade Level and Length of Activities:** 6th grade – One 90 minute block with a take-home assessment.
3. **Significance & Relevance:**
 - Through this research I have gained a much better understanding of what took place in Africa during the time of the Transatlantic Slave Trade. This lesson will not only paint a picture for the student but help make connections for the instructor as well. Rather than students believing that slavery just suddenly appeared in the Pre-Civil War South, students will see what was happening at the source. The source being the continent of Africa. This lesson can be used as an important supplemental lesson to a teacher’s discussion of the Transatlantic Slave Trade. It is an extremely valuable piece of the puzzle that is often overlooked.

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.

Contents of 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.

4. Lesson Objectives

- **Students will be able to** connect the role of Europeans and Africa 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

5. Lesson Plans or Instructional Activities – “The Run Down – Lesson Plan” – This includes a lesson overview, learning objectives, standards and skills taught, assessment tools, materials and resources needed, possible modifications, instructional procedure, and lesson closure. The “in-class” instructional activities for this lesson include the following: 1) An anticipatory set which includes a matching worksheet 2) A chronological activity that uses pictures, descriptive first-hand accounts, and guiding questions which allows the student to begin to understand circumstances of the enslaved Africans. 3) An interactive research activity where the students will answer questions from a worksheet using an interactive PowerPoint 4) Direct instruction by the teacher using both available PowerPoint presentations 5) An exit slip question to be completed at the end of class.

6. Technology (if applicable) - Two PowerPoint displays will be used in instruction and research.

7. Modifications, Differentiation, and Extensions – -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. See <http://gallery.nen.gov.uk/audio75760-abolition.html>

8. Related Materials and Resources: You will need the following to complete this lesson:

- {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
- {SLAVE TRADE Interactive ppt} – this interactive PowerPoint need 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.
- {Extra! Extra!} – this document is used for the take-home assessment
- {EXIT SLIPS} – this document will be used for closure at the end of class
- {Persuasive Essay Rubric} – this document will be used to essay the Extra! Extra assessment

9. Annotated Instructional Bibliography

Rediker, Markus. *The Slave Ship*. (Viking Penguin, a member of the Penguin Group (USA) Inc., 2007)

This book contains amazing accounts of every aspect of the slave trade. In many chapters, it reads like a story. The book is so informative but yet very human. From the enslaved to the trader to the sailor to the captain, it is an extensive work of research. The book really puts a face to the “trade.”

Lindsay, Lisa A., *Captives as Commodities*. (Pearson Education, Inc., 2008)

This book is a concise survey of the Transatlantic Slave Trade. Using charts, graphs, statistics, and primary sources, the book is a great resource when researching this topic. Not only dealing with numbers, the book looks at the personal experiences as well.

Olaudah Equiano, edited by Paul Edwards, *The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa the African*. (First published in 1789, this edition: Heinemann Educational Publishers, 1967, 1996)

This tells the story of Equiano who was taken from his village at age eleven. It is one of the most important first hand accounts of an African’s life as a slave. It is a journey from inland Africa to the coast, across the Atlantic to America, and then across again to England.

Klein, Herbert S., *The Atlantic Slave Trade*. (Cambridge University Press, 2010)

This book looks at key areas in the development of the transatlantic slave trade: the demand for labor, the African source, and the European influence. It is a survey filled with charts, statistics and graphs that culminates with abolition, as well as, social and cultural impacts of the trade.

Captive Passage: The Transatlantic Slave Trade and the Making of the Americas. (Smithsonian Institution Press, 2002)

This book is filled with pictures and descriptions of the slave trade starting in with Europeans search for gold in Africa in the 15th century all the way up to the American Civil War. It offers great primary source pictures as well as narratives. It would be a great book to have in a classroom for student use.

Thomas, Hugh., *The Slave Trade: The Story of the Atlantic Slave Trade: 1440 – 1870*. (First Touchtone Edition, 1999)

This book is a narrative starting at the very beginning of the Transatlantic Slave Trade when the when the Portuguese made there presence known on the west coast of Africa. It is a very descriptive narrative with first hand accounts of people involved in the trade. There is also a useful table of statistics involving the carriers, destinations, places of origin, and the work for which the slaves were to be used.

Anquandah, James Kwesi (Editor)., *The Transatlantic Slave Trade: Landmarks, Legacies, Expectations*. (Sub-Saharan Publishers, 2007)

This is a collection of papers from the proceedings of the International Conference on the Historic Slave Route. The conference was held in Ghana in 2004. The papers vary in topics. Details of village life during the trade is greatly useful especially considering the source of the information. Overall, the papers focus on the African aspect of the slave trade and provide good insight on the effects on these societies during the trade.

Harms, Robert., *The Diligent: A Voyage Through the African Slave Trade*. (Basic Books, 2002)

This is a great account of an actual slaver known as the *Diligent*. From information gathered through first hand accounts, the book takes the reader on a journey from beginning to end. The outfitting of the vessel, acquiring of slaves on the African continent, an the arduous journey across the Atlantic to Martinique all included in this detailed resource. Everyday life for all involved is explicitly expressed and the true tale is highly interesting and horrifying throughout.