

Title: Overview of the Transatlantic Slave Trade

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Key Words: transatlantic slave trade

Grade Level: 11th

Time Allotted: 90 minutes

Lesson Overview	Students will be presented with an overview of the domestic slave trade through a Power Point and then analyze primary resources to understand the motivations of those who wanted to abolish those who wanted to maintain the slave trade.
Guiding Question(s)	Why did Britain abolish the slave trade when it remained profitable to them? Why did the Chesapeake planters want to abolish the slave trade? Why did Southern planters want to continue the slave trade?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to define the law of unintended consequences and apply it to historical examples
- Students will be able to explain the motivations of those trying to end the slave trade in Britain and the United States through the analysis of primary resources.

Standards of Learning & Essential Historical Skills Taught:

US 11.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

- b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

Assessment Tool(s)

1. Point of view Handout
2. Motivations Handout
3. Exit slip

Materials/Resources

- PPT: The Atlantic Slave Trade
- PPT Script (w/lesson plan)
- PPT Note sheet
- Document Set A (British Abolitionists)

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- Document Set B (Opponents of Abolition)
- Document Set C (Cheseapeake Planters)
- Document Set D (Deep South Planters)
- Document Set E (Northerners)
- Document Analysis
- Point of View Handout
- Motivations Handout
- Exit slip
- Exit slip Answer key

Instructional Procedures/Process (How will you guide your students through this activity)

1. Opening activity—Think/Pair/Share (5-10 minutes)
 - a. Have students consider this quotation:
“We make our history ourselves ... [but] what each individual wills is obstructed by everyone else, and what emerges is something that no one willed.”
 - b. Ask students to re-write that quotation in their own words. When they are done, have them share and compare their definition with a neighbor. This quotation is meant to reflect the law of unintended consequences and contradict the notion that history is an inevitable unfolding of progress or providence.
 - i. Example of re-written quotation— Humans, not God, direct historical events. However, no one human, can direct events. History is the combination of everybody’s actions and not one person’s.
 - c. Ask students to try and apply that quotation to a historical example like Columbus’ arrival in the New World, the English colony at Jamestown, or the Constitutional Convention.
 - d. Have students share with the class. You want students to understand history often reflects the law of unintended consequences.
 - i. Columbus intended to find a new passage to the East, but instead landed in the Americas which led to the Columbian exchange.
 - ii. The English intended to get wealthy off gold, but instead eventually turned to tobacco as the dominant force in their economy.
 - iii. The Framers met in Philadelphia to revise the Articles of Confederation, but instead designed a whole new government.
 - e. Explain to students that the law of unintended consequences applies to slavery and the slave trade. This should lead into the PPT and the origins of the slave trade.
2. PPT The Atlantic Slave Trade: Origins, Mechanics, and End (30 minutes)
 - **Slide 3:** Gives the who, what, when, where, and why of the transatlantic slave trade.
 - **Slide 4:** The Differences between ancient slavery and North American slavery

Guiding question(s): Based on the pictures, what differences can you tell about ancient slavery and North American slavery? *Students might suggest race or they might say something about how slaves were used—primarily doing agricultural work in North American slavery.*

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Background information on the slide

- Slave as property—In Ancient societies, generally slaves were likely to be captives of war and there was an opportunity to buy your freedom. In North America, slaves were regarded as property (chattel slavery) and they were used not only for their labor but they were traded just like any other commodity. By the Civil War, a male slave between the ages of 20-30 was worth about \$30,000 in today's money.
- Race based- The origin of the word slave comes from *slav* which implies that slavery was not always race based. In North America, race based slavery evolves over time. The first Africans in North America were in fact indentured servants. By the 19th century, Americans were using the one-drop rule meaning you were considered black (and therefore a slave) if you had any African ancestry. Racial classifications were more complex in Spanish colonies.

- **Slides 5 and 6:** The Importance of Sugar

Guiding question(s) Ask students to describe what is happening in the map? Ask why do you think sugar cultivation was migrating eastward? *You might want to point out that the Crusades were significant in exposing Europeans to sugar.*

Background information on the slide

- Modern slavery develops as sugar cultivation gets going in the Atlantic World. The Crusades introduced Europeans to sugar. The first slave societies in the Atlantic world coincide with the first sugar colonies in Madeira, Sao Tome. Sugar cultivation is labor intensive and the Portuguese and Spanish were using Africans. Originally, the Portuguese were interested in getting involved in the spice and gold trade but began to dealing with slaves and sugar as way to finance their other ambitions.

- **Slide 7** Slavery begins in the New World

Guiding question(s) What is happening in this picture? Why do you think the Portuguese and the Spanish were bringing Africans to the New World? *Students might suggest that sugar cultivation is labor intensive and they need the large labor force that slavery could provide.*

Background information on the slide

- The Portuguese and Spanish bring sugar cultivation to the New World and establish colonies in South America. It is important to note here too that the Spanish and Portuguese were motivated to come to the New World because of gold and other commodities by quickly realized the profitability in sugar.

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- **Slide 8** Triangular Trade

Guiding questions: What are the three sides to the triangle? Do you think this diagram gives an accurate description of what trade was like in the Atlantic? *Students might suggest that trade networks were more complex than what is represented by the triangle trade.*

Background information on the slide

- Triangular trade – describes the slave trade between Africa, Europe, and North America. South American trade was more bilateral between Africa and South America.
 - Europe—brings finished goods and products to Africa.
 - Africa, because of the slave trade, is increasingly controlled by war lords that supply the slaves to the Europeans. They set up forts on the Atlantic Ocean that held African captives from the interior that were in turn traded to the Europeans.
 - North America- supplied Europe with raw agricultural goods.

- **Slide 9** Slave trade through the centuries

Guiding questions: What differences do you notice about the slave trade from 1451-1600 and 1601-1700? What differences do you notice about the slave trade from 1601-1700 and 1701-1810? What differences do you notice about the slave trade from 1701-1810 and 1811-1870? What do you think happened around 1810 that the slave trade declined so dramatically? *Some of the trends that students might notice include that the Spanish and Portuguese were involved 1st. The British, Dutch, French, and others get involved later. The 18th Century was the height of the slave trade. Something happened in 1810 that led to a major decline in the slave trade. Very little of the slave trade went to North America.*

Background information on the slide

- 18th century was the height of the slave trade
 - The British and the Dutch get into the trade and begin to raid Spanish ships for gold. This is how the first Africans end up at a Jamestown aboard a Dutch ship.
 - The British organize the Royal African Company for the purpose of financing slave voyages. Additionally, they begin to set up sugar colonies in Barbados and Jamaica.
 - English become dominant because they are effective at financing the slave trade.
- Transition- Ask students to predict why the slave trade ended in the 19th century. Have students share some of their predictions. Present the three guiding questions to them and explain that groups of students will be researching the answers to these questions:
 - *Why did Britain abolish the slave trade when it remained profitable to them?*
 - *Why did the Chesapeake planters want to abolish the slave trade?*
 - *Why did Southern planters want to continue the slave trade?*

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- This should lead you to the document analysis activity which is focused on the abolition of the slave trade.
3. Document Analysis Activity (20-25 minutes)
- a. Divide students in to 5 groups of approximately 5 students each. Each group will have a 1) 1 document packet 2) 5 “Document analysis” handouts and 3) 1 “Point of view” handout for the group. The goal for this activity is for students to understand the various motivations of those opposed and those for the abolition of slavery. **Note: Document set A will require a computer for the student analyzing Thomas Clarkson’s box. Here is the link: <http://museumbox.e2bn.org/creator/viewer/show/34>**
 - b. Give students 10-15 to analyze the documents by reading a document and completing the analysis handout. Students can decide who analyzes what documents but they are responsible as a group for analyzing all of the documents. They should complete as many document analysis sheets as there are handouts.
 - c. Once the time is up, give students about 10 minutes to complete the Point of View handout as a group. Students will work together to state their point of view or motivation. Then they will identify, summarize, and state the significance of their documents.
4. Jigsaw- Expert Groups (15 minutes)
- a. Re-group students by creating 5 new groups of approximately 5 students (a representative from each group) to complete Motivations handout. Students will share their expertise to explain the motivations of each group.

Closure

Complete “Exit Slip.”

- Why did Britain abolish the slave trade when it remained profitable to them?
- Why did the Chesapeake planters want to abolish the slave trade?
- Why did Southern planters want to continue the slave trade?