

Common Core Lesson Plan

Topic: Transatlantic Slave Trade

Title: Analyzing the Journey from Africa to the Americas

This lesson is intended to be taught after students have been introduced to the concept of colonialism and the age of exploration so that students can see the connection between global trade and its lead into the slave trade.

Resources (primary resource documents, artifacts, material needs, etc.)

- Bellwork PPT slide
- Activity for picture analysis
- Guided notes
- Lined and plain paper

Common Core Standards

- RH 6-8.1
- RH 6-8.7

Essential Standards

- 7.C.1.1
- 7.C&G. 1.4

Background Information

- Students should be able to understand the basic ideas of colonialism and European exploration

Instructional Sequence (before, during, and after instruction)

Step 1

Project the pictures of the slave advertisements on the board. Have students make predictions about the images by following the steps below:

1. Analyze and investigate the pictures below. For each picture, describe what you see. What was the original purpose of these images?

Step 2

Go over student predictions as a class, explaining the idea of the Transatlantic Slave Trade. Tell the class that they will be analyzing many pictures today to gain a deeper understanding of why the slave trade occurred, as well as tracking the journey that many slaves traveled from Africa to the Americas.

Step 3

Teacher will give a brief mini-lesson on the Triangular Trade and its cause of the Transatlantic Slave Trade using the PowerPoint provided. Students can take their own notes or use the guided notes provided.

Step 4

Watch brief clip from Discovery Education. (link provided on PowerPoint)

Step 5

Break classroom up into groups of 2-4 students. Each group should have a copy of the picture analysis activity. All students will take notes to describe the journey from Africa to the Americas; however, only one student will need to record the answers to the questions asked for each set of pictures on a separate sheet of paper.

Step 6

If time permits, have students share their responses from the guided questions.

Step 7

Conclude the class by finishing the PowerPoint that explains the lasting effects of the Triangular Trade and the Transatlantic Slave Trade.

Step 8

For homework, have students create vocabulary windows to emphasize what they learned during this lesson. If students are not familiar with vocabulary windows, be sure to model this literacy technique. Provide plain white paper. Have students fold the paper in half four times so that there will be four sets of vocabulary windows. See display below:

Vocabulary Word	Describe/Define in your own words
Picture	Non-Examples

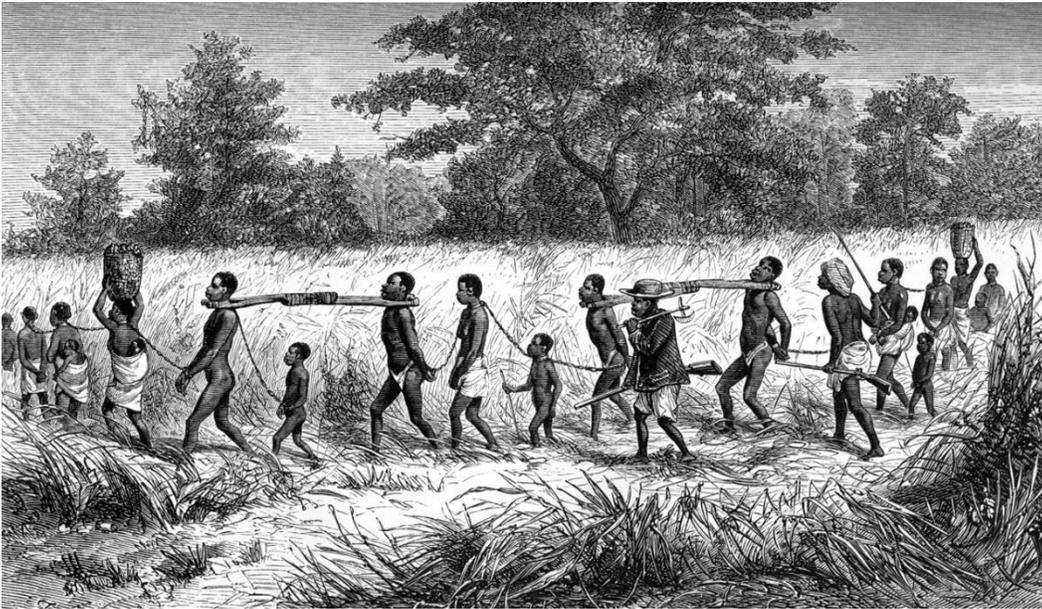
1st Stop: West African Villages



<http://www.p-rr-tt.org.uk/Family%20Notes%20June08htm.htm>

Carefully examine each picture and read the paragraph below. Then, as a group, discuss the following questions. One person should record your answers.

1. What emotions do you see in these pictures?
2. How can you tell some men are supervisors?
3. Why are these supervisors not white?
4. In conclusion, what do you believe is happening in these pictures?



http://libweb5.princeton.edu/visual_materials/maps/websites/africa/livingstone/livingstone-images.html

http://libweb5.princeton.edu/visual_mat

2nd Stop: Trading Post/ Cape Coast Castle



<http://www.ask.com/wiki/Ghana>

Carefully examine each picture and read the paragraph below. Then, as a group, discuss the following questions. One person should record your answers.

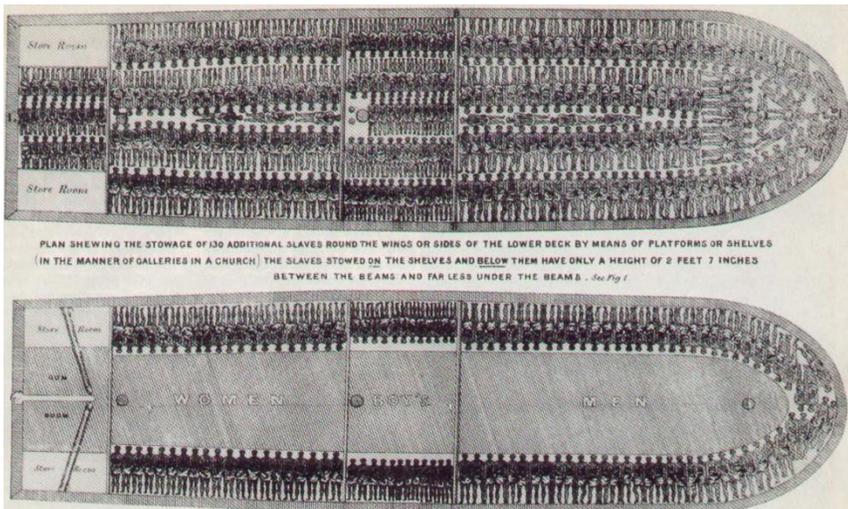
1. What was your first impression of the Cape Coast Castle?
2. Why is this trading post located on the coast?
3. How can you tell this trading post was built by Europeans?
4. At this point in the journey, what would you be feeling if you were one of the captured slaves?



<http://siku-moja.blogspot.com/2009/07/cave-of-no-return-cape-coast-castle.html>

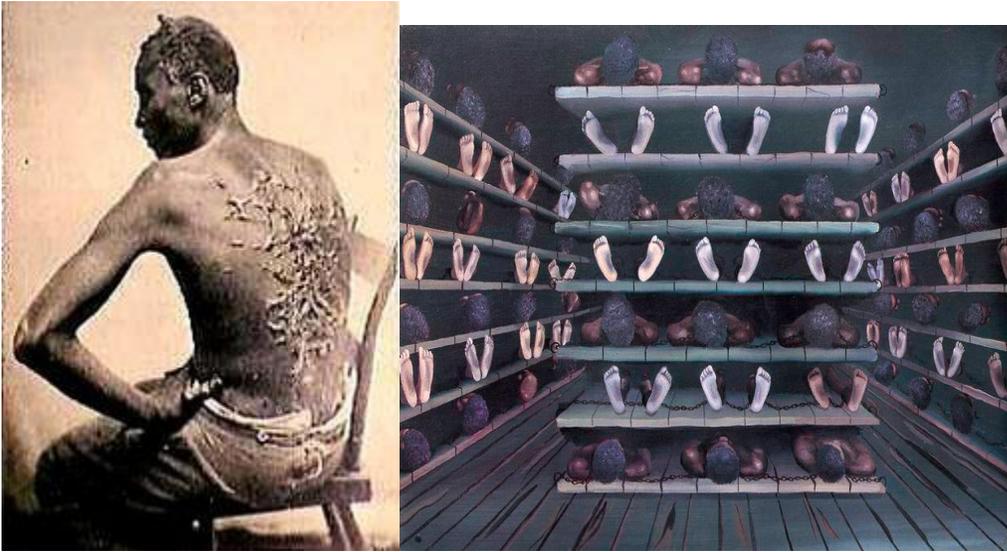
Europeans set up trading posts to trade manufactured goods for the natural resources of Africa. The one pictured above was located in Ghana and called the Cape Coast Castle. Eventually, these sites became places to house thousands of slaves who awaited their dreaded journey to the new world. Around 1000 male slaves and 500 female slaves occupied the castle at any one time in separate dungeons. Each slave would be locked up for 6-12 weeks, waiting for their turn to board one of the ships. The dungeons must have been unbearable with hundreds of slaves crammed in together and no toilet facilities. The picture above (to the left) is a picture of “The Cave of No Return” where slaves would exit the trading post and board their ships.

3rd Stop: Middle Passage



Carefully examine each picture and read the paragraph below. Then, as a group, discuss the following questions. One person should record your answers.

1. What was your first impression of the Middle Passage?
2. Why were slaves beaten during the Middle Passage?
3. With that many people in such a small area, what types of problems do you think occurred?
4. If you were on the Middle Passage, how would you cope with the conditions?



The Middle Passage was the journey from Africa to the Americas. Ship captains were known as “tight packers” or “loose packers” depending on how many people they were willing to fit on a ship. Most ships held 400, but it was not unusual to have 600-700 people per ship. People were treated as cargo. The trip would take nearly 50-90 days. Due to their packed conditions, Africans would have to lie in each others sweat, urine, feces and blood. The heat was unbearable and un-breathable.

Many people would refuse to eat or even commit suicide. The ship’s crew would brutally force the slaves to eat so that they would not die, because if someone died, they could not be sold for profit. The slaves would often be beaten with a device called a cat-o-nine-tails, which would leave horrible wounds on the slaves.

Carefully examine each picture and read the paragraph below. Then, as a group, discuss the following questions. One person should record your answers.

4th Stop: Slave Auction

1. What are these images communicating? / What is the purpose of these images?
2. Where would these images be found?
3. Note the color of the man by the stage in the picture below. How could he have gotten a job at a slave auction?
4. What was the purpose of the Transatlantic Slave Trade?

TO BE SOLD, on board the
Ship *Bante-Island*, on tuesday the 6th
of *May* next, at *Ashley-Ferry*; a choice
cargo of about 250 fine healthy

NEGROES,

just arrived from the
Windward & Rice Coast.

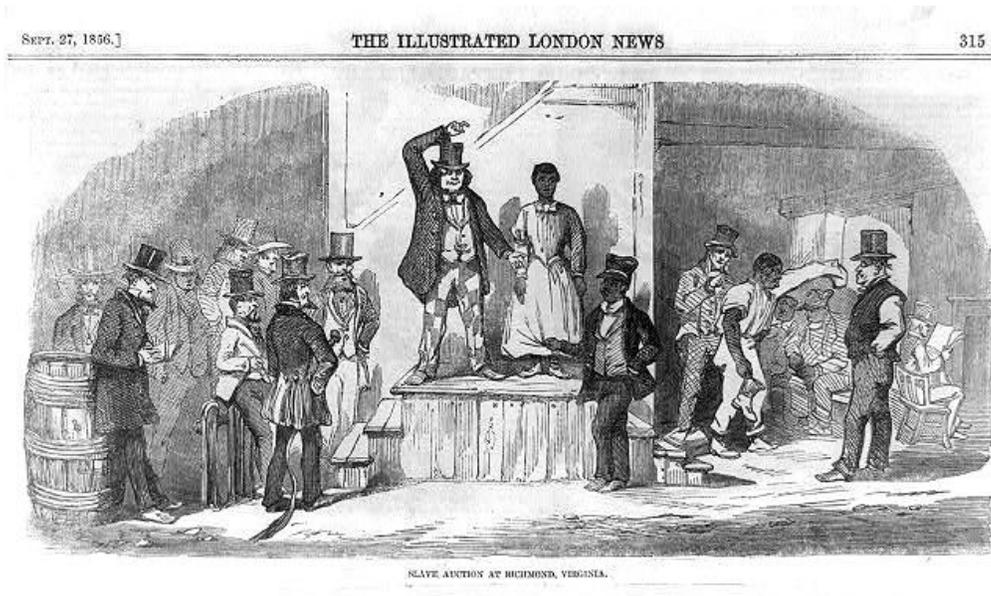
—The utmost care has
already been taken, and
shall be continued, to keep them free from
the least danger of being infected with the
SMALL-POX, no boat having been on
board, and all other communication with
people from *Charles-Town* prevented.

Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.



<http://www.learnnc.org/lp/editions/nchist-newnation/4382>



Journey From Africa to the Americas

Triangular Trade:

- The Triangular Trade is a historical term indicating _____ specifically, Africa, Europe and the Americas.

What caused the Triangular Trade?

1. Natural resources: _____
_____. *Examples include oil, coal, water, and land.*
 - Africa had resources that could be traded with other nations, such as gold & silver, but they were lacking _____ that England and the New World could provide. This created a trading system between the three continents.
 - Pretty soon, European countries such as Great Britain, Portugal, France and the Netherlands began establishing _____
_____. (which is now America)
 - This gave Europeans access to natural resources that created great wealth... ..however, while the European countries were becoming more and more wealthy, Africa was being stripped of resources... human resources.
2. Need for labor: There was an incredible need for _____ to help build and pioneer this New Land.
 - Also, there was a need for _____ so that additional natural resources, such as sugar, molasses and tobacco could be traded with Europe.

Both natural resources and the need for labor fueled the “Scramble for Africa,” or the colonization of Africa and the New World.

The Transatlantic Slave Trade

- The need for labor created the beginning of the _____, where millions of Africans were sold by African tribes or captured into slavery and sold for a massive profit.
 - Slaves could be bought for \$20 and sold in the Americas for up to \$120 dollars.
- Eventually, the demand for labor was so strong Europeans _____
_____, but began capturing Africans against the will of the African people.
- Surprisingly, slavery was _____. Various kingdoms would force people into labor.
 - However, the number of slaves skyrocketed when Europe began exploiting Africa.
 - Nearly _____ were sold into slavery.

GROUP ACTIVITY: provide a description of each “stop” a captured slave had to go through. In your group, one person needs to record your answers from the questions provided on a separate sheet of paper.

- **1st Stop: Captivity**

- **2nd Stop: Cape Coast Castle/Trading Post**

- **3rd Stop: The Middle Passage**

- **4th Stop: Slave Auction**

Effects of the Transatlantic Slave Trade

- _____ African people were sold into slavery leaving a significant portion of African without its strongest men
- Families were torn apart
- European colonies thrived and were extremely wealthy while Africans were exploited and lost great wealth
- Probably the most lasting effect is _____.
 - European nations tried to use science to prove that Africans were in some way “less than human”, or an inferior race to justify their harsh treatment and enslavement of Africans
 - Even today some racism remains
- To combat the negative feelings of racism, African American leaders began a movement for all people with African ancestry to be joined together regardless of ethnic group, economic status, and cultural differences.
- •This movement was called _____ and its purpose was to unify Africa and people of African descent.