

Lesson Plans: SS 10 LPQ2 052 Origins of slavery in Africa

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Grade Level : Grade 10

Subject : Social Studies - High

Standards / Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grades: 9-12

Florida Sunshine State Standards

World History

4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

SS.912.W.4.12 Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.

SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

SS.912.W.4.15 Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

Description / Abstract of Lesson: Students will; analyze primary source documents; understand the economic, social, and political forces that were at work to develop African slave trade; analyze the demographics of the people forced into slavery; describe the Middle Passage.

Essential Question- Scope & Sequence: **Who were the people forced into slaves for Americas?**

Technology Connections and Teacher Materials: African American History African slave trade to the Caribbean (attached below)

Technology Connections and Student Materials: Chart - Length of Middle Passgae (attached below) Chart - Proportion of Females Among Enslaved Africans (attached below) Chart - Proportion of Children among enslaved Africans (attached below) Chart - Trans-Atlantic Slave Exports (attached below) Ouladah Equiano's narrative (attached below)

Duration : 3 Days

Vocabulary: colonization, extraction, infiltrate, diaspora, interdiction, chattel slavery

Steps to Deliver Initial Instruction: Introduce the topic of slavery. Ask students to describe slavery; who were slaves, why was slavery started, why was slavery so important to the development of the Americas. These questions could be in the form of a KWL, Students should have already learned why Europeans were turning to Africa as a source of slave workers. the de las Casa complaint against the Spanish treatment of Native Americans was intended to force the Spanish government to treat Native Americans as human beings. The unintended consequences were that Spain would now turn to enslaving Africans as workers to replace the Native Americans (who were facing possible extinction under cruel Spanish labor conditions). In this lesson, students will learn about the impact of the slave trade from the African perspective.

Guided Practice with Feedback:

- Use slides 1 - 24 of African American History African slave trade to the Caribbean (attached below) to describe the historical developments of the African slave trade. Students notes could be divided into economic, political, religious reasons for development.
 - Slide #3 provides some reasons why some African societies might have become involved in the slave trade. Discuss these reasons and compare them with reasons for European societies development of slave trade.
 - When you reach slide 7 about Equiano, divide students into small groups to read the excerpt from Ouladah Equiano's Narrative (attached below). For the past 150 years, *The narrative* had been reied on by historians as the most significant primary source recollection of the Middle Passage. Recently, historians have discovered that Equiano was, in fact, born as a slave in South Carolina. It is believed that his stories were accurate, but that they did not happen specifically to him personally. Students should read to describe
 - conditions in Equiano's homeland before European control of slave trade
 - Equiano's family and his role in society

- impact of slavery on his society
- his ideas about what would happen upon reaching his final destination
- why slaves would be chained on deck
- conditions under which slaves would be thrown overboard
- Slides 17 - 18 deal specifically with the slave traders. Students should read passages from Nicolas Owen (misspellings were from the original). Questions to ask could include
 - What measurement was Owen using to describe Africans
 - How does Owen justify the capture and cruel treatment of slaves
- Slides 20 - 21 are from a French book published in 1750s. The printed descriptions are directly from the source. Ask students if this source is sympathetic to the slave trade or against slavery.
- Slides 22 - 25 provide totals for Atlantic slave trade. Provide students with hard copy of *Trans-Atlantic Slave exports* (attached below). Students should create a line graph of the data.
 - What trends developed regarding source of slaves?
 - What could have accounted for the trends?

**Differentiated
Instruction/Small
Groups:**

- Students should be divided into groups of 2 or 3 . This section will involve graphing data and analysis of charts. Students should be grouped so each group will be able to graph the data. Use slides 28 - 46 of African American History African slave trade to the Caribbean (attached below) to describe the Middle Passage and the African people being transported to the Americas.
 - Slides 32, 33, 35, 36 were photographs taken in the 1860s and 1870s of slave ships and slaves. This was after the end of Atlantic slave trade, but provides some idea about conditions, which would have been even worse 100 years before. Refer back to Equiano's narrative about conditions on the Middle Passage.
 - Have each group graph and analyze the data sets (attached below) for *Proportion of Children among enslaved Africans* (slide 34), *Proportion of Females among enslaved Africans* (slide 37)
 - Answer the analysis questions for each graph.
 - As a class, graph the data from slide 46, *Mortality among the enslaved Population of the Middle Passage* (attached below). Each small group should use all of their graphs to answer the analysis questions.
 - Do not show the last slide 47 until the next activity .

**ESE/ESOL
Accommodations &
ESE/ESOL
Strategies:**

Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time. Use questioning techniques and student activities appropriate to developmental language stage of the LEP student. Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

**Lesson
Closure/Review:**

- Students will write a summary of the impact of slavery on African people. The summary should include specific facts and data to support their statements. Before students write, view slide 47 of African American History African slave trade to the Caribbean (attached below). This concept should be reflected in their writing to some degree.

Creator : HS SS Content Team

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