

Lesson Plan: Day 2 (50 min)

1. Read aloud “A Slave Sale” (pages 46-50 in Milton Metzler’s *A History in their Own Words, The Black Americans*) - show a [picture](#) of a slave auction as you read.
2. Ask where’s this happening- in reference to your continents from the beginning. Move the ship to the West Indies.
3. Read the names, ages, and places of habitation of 5 Africans from the period of the slave trade. (Use the [African Names data base](#)). State the fact that the slave trade was a trade of individuals whose identities as everyday people are often forgotten because they were slaves.
4. Talk with your students about how ships would unload slaves, make money from their sale, and often times load other goods, mainly sugar cane in the West Indies.
5. Ask the question rhetorically, how could this trade be happening for hundreds of years?
6. State number of Africans taken as slaves throughout the trade was roughly 10 million.
7. Divide the students into 6 groups. Hand each student the worksheet entitled “**Image Rotation**” (**Source B-2**). Each group will start at a station and look at an image. After 2-3 minutes, the groups will rotate and move to another picture. Continue to rotate the students until they have seen all of the pictures. Use the [castle](#), [slave](#), [African slaver traders bartering](#), [slave auction broadside](#), [African village slaughtered during slave raid](#), [Merseyside town hall in Liverpool](#) as the images.
8. Have an oral discussion with the class about what they perceived when they looked at the images. Use the image rotation sheet as a guide to your discussion. In additions, these questions could also be asked.
 1. castle- Who’s country’s flag do you see? What are some reasons castles would be build?
 2. slave- If the all people looked at slaves as fathers, brothers, etc., do you think this would have changed how the slaves were treated? Do you think there would have still been slavery?
 3. African slaver- What are the traders treating the slave like?
 4. Broadside- Why would the fact that these slaves don’t have small-pox and haven’t been around anyone with this illness be so important.
 5. African village-Why would there be so much devastation when slaves were captured from a village?
 6. Say- This was a public building built by taxes in a major slave trading port. Why would there be so much tax money to create such a nice building?

9. **Millions of others were affected as well, and that's our focus.** Bring out jar of bingo markers with jobs written on them (jar of professions). Look in the appendix at **List of Occupations (Source C-2)** for what to write on the markers. Specifically have sugar plantation owner, tobacco plantation owner, African slave trader, gun manufacturer, cooper, blacksmith, logger, ship builder, and distiller roles as colored or designated in some other way, all of which have researched resources to go with them later.
10. Have 8 students come and pull out a bingo marker each from the jar of professions and read the job that is written. To help them understand that each job would represent thousands of people, have 8 jars full of bingo markers which haven't been written on. After each student reads the job that they pulled from the jar of professions, have him/her place it in one of the 8 jars to then let that jar represent the thousands of people in that profession. Make sure to impress on the students that each one of the professions in the jar benefitted in some way from the slave trade. (There isn't any need to go into details about how at this point)
11. To counter balance the look at the benefits of the trade, likewise, have a bucket of bingo chips with African names written on them. Use the [African Names data base](#) for a list of names. Walk around and have each student pull out a chip and read the name of a potential slave. Remind them that roughly 10 million Africans were taken as slaves through the transatlantic slave trade.
12. Explain to them they are now going to be experts about a specific group of people involved in the trade – Pull the colored bingo markers out and assign each pair/group a job with a set of sources.
13. Students begin to examine sources and answer questions which will lead them to understanding impact of slave trade on their specific job. Use the list entitled **Jobs and Resources (D-2)**. Use the worksheets entitled **Investigative Questions (E-2)** for each group to answer.