

## Teaching Thesis:

The transatlantic slave trade was an institution that reaped direct economic benefits for those involved in the purchasing, transporting, and capturing of slaves. However, the benefits weren't confined to this group alone; countless everyday workers increased their livelihood in indirect ways from this trade.

## Overview of Lessons:

In this unit, the students will discover through examinations of primary sources that many more people were benefiting from the slave trade than the sellers and purchasers. At the beginning of each lesson the students will be confronted with a connotatively negative image, journal, or account of the slave trade which will be countered by an in depth look at who benefited and how this could lead to the prolonging of such an institution as the Transatlantic Slave Trade.

\*\*\* There is an additional lesson that may be used on the last day that uses clips from the movie Amazing Grace to illustrate the massive resistance and great amount of effort that was needed to abolish the slave trade.

## Significance of Approach

The content of this unit is designed to challenge the students to examine the well known institution of slavery from the perspective of those who benefited from it in addition to those who were negatively impacted. This comprehensive look at who benefited from the trade demonstrates just how much of an impact slavery had on societies throughout the Atlantic world. Giving the students the opportunity to examine slavery through ethical and economic perspectives is critical in understanding America's role in the slave trade.

**Virginia State Standards:** (Each standard is followed by what day in the unit it is an objective for)

- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - b) determine cause-and-effect relationships; (Lessons 3,4,5,)

- d) draw conclusions and make generalizations; (Lessons 3,4,5)
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
  - a) explaining the importance of agriculture and its influence on the institution of slavery; (Lessons 3,4,5)
- US.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - a) - identify and interpret artifacts and primary and secondary source documents to understand events and life in United States history to 1865; (Lessons 3,4)
  - g) - interpret ideas and events from different historical perspectives; (Lessons 2,3,4,5)
- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
  - c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders. (Lessons 3,4)
- WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
  - e) mapping and explaining the triangular trade; (Lessons 1,4,5)

## National Standards:

### [Era 2](#)

#### Colonization and Settlement (1585-1763)

- [Standard 1](#): Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean (Lessons 1,2,3,4,5)
- [Standard 3](#): How the values and institutions of European economic life took root in the colonies, and **how slavery reshaped European and African life in the Americas** (Lessons 1,2,3,4,5)

## OAH Historical Inquiry Skills:

- **Historical Comprehension**
  - D. Evidence historical perspectives (Lessons 3,4,5)

- **Historical Analysis and Interpretation**  
Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears (Lessons 2,3,4)
- **Historical Research Capabilities**  
A. Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past (Lessons 3,4)
- **Historical Issues-Analysis and Decision Making**  
A. Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation. (Lessons 3,4)

### **Time Allotment:**

250 minutes

### **Subject and Grade Level:**

Designed for US History 1, but could lend itself to World History II if level of cognitive thinking was increased in the assessments.

### **Lesson Objectives:**

- Students will be able to identify some of the different industries (jobs) which benefited from the Transatlantic Slave Trade. (Lessons 2,3,4,5,)
- Students will demonstrate how different industries benefited from the Transatlantic Slave Trade. (4)
- Students will categorize industries relationships to the slave trade as indirect or direct. (3,4)
- Students will be able to identify the goods involved with the Transatlantic Slave Trade as well as create a map demonstrating where these goods were produced and exported. (Lessons 1,3,4,5,)
- Students will analyze **primary sources** to make determinations of how coopers, the lumber industry, West African slave traders, plantation owners, distillers, gun manufacturers, blacksmiths, and shipwrights benefited from the Transatlantic Slave Trade. (Lessons 3,4)

**Individual Lessons-** These items can be found in the appendix.

**Related Materials and Resources-** These items can be found in the appendix.

**Modifications/Differentiation:**

1. When choosing your groups for the Jigsaw research and presentation, weaker students can be paired with stronger students.
2. Another option would be grouping the students homogenously and giving extra support to the students that require more scaffolding.
3. Those students which you know need more scaffolding would benefit by researching and presenting in the following areas: tobacco plantation owner, sugar plantation owner, and African slave trader. These offer a more concrete benefit from the slave trade for the students to comprehend.
4. To challenge students, you could give them the primary sources for the jigsaw and have them figure out what occupation they were studying.
5. To have your students gain more experience with primary sources, a good resource to use is The National Archives at <http://www.archives.gov/education/>.