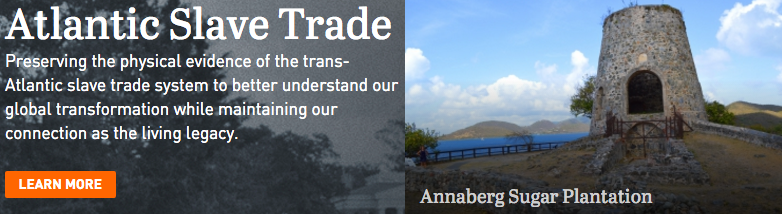
**Atlantic Slave Trade Project:**

BVSD Elementary Lesson Plan #1

Molly Hayes & Kaitlin Rambow



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| **Grade Level** | **5** |
| **Subject Areas** | **Social Studies, Technology & Literacy** |
| **Common Core** | **CCSS: W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **CAS: Social Studies** | **1.2.a.** Identify and explain cultural interactions between 1491 and the American Revolution. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans  **2.1.a.** Answer questions about regions of the United States using various types of maps |

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| **Learning Objectives** | * Students will navigate the CyArk website to begin building an understanding of the Atlantic Slave Trade. * Students will use geography and mapping skills to identify and interpret information about the transportation of slaves from Africa to North and South America. |
| **Essential Questions** | * How can we use tools like technology, maps and images to enhance our understanding of history? * Why was the Atlantic Slave Trade a significant time in world history? |

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| **Lesson Description**   * In this lesson, students will participate in a digital scavenger hunt to explore the CyArk website and begin building interest around and background knowledge about the Atlantic Slave Trade. This learning experience will require students to utilize geography, map, technology and literacy skills to understand and interpret information via a digital platform. |

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| **Materials**   * Chart paper * Markers * Tape * Printed photos (see Appendix A) * Computers or ChromeBooks with internet access * Headphones * Student Sheet (see Appendix B) |

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| **Engaging Scenario (15 minutes)**   * Hang 5 pieces of chart paper around the room, each with a photo glued to it. * Students will walk around the room and have a “silent conversation” on the chart paper by commenting on the photos that they see. They can write new thoughts or ideas on the poster, add to others’ thoughts, ask questions. * Hold a class discussion about initial thoughts. Draw three columns on the board labeled “What do you know?” “What do you want to know” “What did you learn?” Have students answer the first two questions based on what they know and want to know about slavery. |

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| **Lesson Outline (45 minutes)**   * Introduce students to the CyArk website. * Assign student partners. * Show students how to click on the links to go to the different locations on the website. * Release students to work with their partners in order to navigate the website and complete the scavenger hunt worksheet. * Walk around the room and provide support to students as needed. * Ask students some of the following questions as you float around the room to promote critical thinking:   + Why do you think slaves were captured from Africa?   + Think about what you have already learned about exploration and colonization. Why do you think they were brought to North and South America?   + What do you think it would have been like to work and live on a plantation? What would be challenging?   + Why do you think it’s important for us to learn about slavery and the Atlantic Slave Trade? |

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| **Closing (10 minutes)**   * Have students meet in small groups of 3-4 to discuss the last question from the student sheet. “One thought I had before today about slavery was…..but now I think…..” |