**Atlantic Slave Trade Project:**

BVSD Elementary Lesson Plan #2

Molly Hayes & Kaitlin Rambow



|  |  |
| --- | --- |
| **Grade Level** | **5** |
| **Subject Areas** | **Social Studies, Science & Literacy** |
| **Common Core** | **CCSS: SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing own ideas clearly.  **CCSS: RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  **CCSS: W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| **CAS: Science** | **3.2.a.** Analyze and interpret data identifying ways Earth’s surface is constantly changing through a variety of processes and forces such as plate tectonics, erosion, deposition, solar influences, climate, and human activity  **3.2.b.** Develop and communicate an evidence based scientific explanation around one or more factors that change Earth’s surface |
| **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 |

|  |  |
| --- | --- |
| **Learning Objectives** | * Students will create a model to understand the effects of erosion on earth materials over time. * Students will understand how human activity can impact erosion of earth materials over time. * Students will understand the importance of preserving historical sites. |
| **Essential Questions** | * Why is it important to understand the history around the Atlantic Slave Trade? * What impacts do we have on the physical world around us? * Why is it important to preserve places of historical significance? |

|  |
| --- |
| **Lesson Description**   * In this lesson, students will develop an understanding of how natural forces and human activity can affect erosion of earth materials over time. They will also develop a better understanding of the slave trade through an interactive read aloud about a young slave girl’s experience, and discuss why it is important to preserve significant historical sites like Annaberg. |

|  |
| --- |
| **Materials**   * Copy of *Now Let me Fly* by Dolores Johnson * Sand * Clay * Small rocks * Trays or basins (1 for each pair of students) * Cups * Water * Fans * Butcher paper or cardboard * Ruler * Computer, projector and speakers (to show video) |

|  |
| --- |
| **Engaging Scenario (15 minutes)**   * Hang butcher paper or set up cardboard that is 18 inches above the floor. There should be enough room for all students to lay underneath the paper or cardboard in order to simulate slave ship conditions. * Conduct an interactive read aloud *Now Let me Fly* by Dolores Johnson. When you get to the part of the story that involves that slave girl’s passage over the Atlantic on the slave ship, make all students lay down underneath the the paper. Discuss how the slaves had a similar amount of space where they had to lay while being brought across the ocean to North and South America. Have students lay there until the slave girl arrives at her destination. Discuss with students how they felt while under the paper/cardboard. Finish the interactive read aloud. * Show the students the model on the CyArk website of the Annaberg plantation. * Ask them what they notice:   + Examples of guiding questions     - Do you think Annaberg has always looked like this?     - What kind of condition do the structures appear to be in? Why do you think they look the way they do now? * Ask: *Have you ever had something that was meaningful or special to you destroyed or ruined? How did it make you feel? Why?* |

|  |
| --- |
| **Lesson Outline (Two 45 minutes sessions; two 15 minute sessions to record observations)**   * Have students use a wet mixture of sand, clay, and small rocks to create a replica of the Annaberg ruins in their basin or tray. Have the CyArk Annaberg model available for the students to reference. Have students complete a drawing of their model. * Have students complete the following predictions in their science journal:   + I predict that when a fan is blown on our model, \_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_.   + I predict that when water is poured on the model, \_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.   + I predict that when the model is left outside for 3 days, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_. * Move the fan near each group’s model. Have them record observations of what happens in their science notebook. * Give students a cup with water. Have them slowly pour the water over the model and record observations in their science notebook. * Have students place their models outside for three days. Allow them to check on their models every day to record observations in their notebooks. * Have students draw an image of what their models look like now. * Discuss observations as a whole class. * Introduce the term *erosion*. Define erosion as the natural wearing away of earth materials over time by wind, water and ice. * Ask students what they think has caused erosion over time at Annaberg. * Pose the following question to students and have them discuss their thoughts in small groups: *How can human activity contribute to the erosion of earth materials over time? How do you think human activity has affected historical sites like Annaberg?* * Ask: *Because erosion and human activity can cause destruction to historical sites like Annaberg over time, what ideas do you have that could be helpful to preserving and protecting these important places?* * Show the TED talk video about CyArk: <https://www.ted.com/talks/ben_kacyra_ancient_wonders_captured_in_3d?language=en#t-63747> * Have a discussion with students about what they saw in the video.   + *Do you think the work CyArk is doing to digitally preserve historical sites is important? Why or why not?* |

|  |
| --- |
| **Closing (30 minutes)**   * Students will write a persuasive piece about why it is important to preserve historical sites of the Atlantic Slave Trade using what they have learned through the Cyark scavenger hunt, the book Now Fly Me Away, the erosion experiment, and the TED talk. |

|  |
| --- |
| **Extension**   * Bring the technology to the classroom! Contact a local company that utilizes 3D long range scanners that would be willing to come demonstrate the technology for students at your school. |