**Atlantic Slave Trade Project - BVSD High School Lesson Plan**

**Mary Jensen**

**Kristen Lewis**

**Boulder High School**

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| **Grade Level** | **9-12** |
| **Subject Areas** | **US and World History, Social Studies** |
| **Estimate Time** | **2-5 55 minute periods (Webquest approx. 2, Extension approx. 1, Culminating Project approx. 2)** |
| **BVSD World History Content Standards** | **History 3**: Students understand that societies are diverse and have changed over time.  **History 4:** Students understand the impact of economic activity and scientific or technological developments on individuals and societies.  **History 5**: Students understand political institutions and theories that have developed and changed over time.  **History 6**: Students know that religious beliefs and philosophical ideas have been powerful forces throughout history. |

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| **Learning Objectives** | * Students will gain a thorough understanding of the Atlantic Slave Trade system by completing a webquest that uses multiple websites, documents, images, and songs to teach the history of the enslaved people. * Students will become familiar with and learn how to navigate CyArk’s website in order to use the technology to digitally view historical monuments. * Students will be able to use the information that they learn about the Atlantic Slave Trade to participate in large and small group discussions. * Students will be able to complete a culminating project that demonstrates accuracy of the information, application and empathy. |
| **Essential Questions** | * What were the experiences of the enslaved people of the Atlantic Slave Trade from capture to plantation life? * How was slavery different in different regions? * What are examples of resistance by the enslaved people? * What were movements that led to the abolition of slavery? * When did different countries abolish slavery and/or slave trade? * What are economic factors that explain supply, demand and cost? * How can a historic event be made relevant to a contemporary audience? |

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| **Lesson Description:**   * In this lesson, students will work in small groups to analyze, react to and describe a variety of data dealing with the Atlantic Slave Trade. Data includes primary texts, poetry, paintings, music, graphs and map analysis. Using the CyArk website and hyperlinks students will gain a well rounded view of the topic socially, politically, and economically. They will finish the unit by applying this knowledge in a contemporary manner. |

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| **Materials:**   * Chrome books or computers with Internet access * Ear buds * Student worksheet (Atlantic Slave Trade Webquest) |

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| **Lesson Outline: Webquest (2 55 minute periods)**   * Introduce students to the CyArk website and hold a brief discussion about the importance of preserving our world historical monuments. * Assign small groups of 3-4 students to work together. Although students will be working in groups, each student should complete a Atlantic Slave Trade Webquest packet. * Hand each student a copy of the Atlantic Slave Trade Webquest or digitally send it to your students if possible. * Walk students through a quick overview of the Webquest. Demonstrate how to click on the links in the Webquest. * Have students begin work on the Webquest. The Webquest is designed to take 2 days (the first day is for “Experiences of the Enslaved People”, and the second day is for “Resistance and Abolition for Slavery”). * Walk around the room and provide support to students as needed. Encourage discussion between the students about the material that they are analyzing. |

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| **Extension Activity (1 55 minute period):**  Have students read the information “Economic Issues Pertaining to Slavery” and analyze the two tables. Have students discuss the information in small groups first and then bring their essential learnings to the larger discussion. In the large discussion, prompt the students to share out the information that they learned from the Economic readings and combine it with the knowledge that they learned in the Webquest. Some questions to consider for the discussion:   * Although enslaved people were seen as property, why were they such an expensive “commodity”? * 80% of all plantation owners did not own enslaved people, so what does this say about the concentration of wealth in certain regions? |

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| **Culminating Activity (2 55 minute periods):**  Using the information that you learned from the Atlantic Slave Trade Webquest, and possibly the Extension discussion, complete one of the following projects to demonstrate your understanding of the material & present it to your class. You are encouraged to work as a team: one person designs the monument and one person writes the letter.   1. Using *SketchUp,* or by creating your own drawing, design a modern day monument that is based on 3 concepts:   1) interactive - the viewer is able to interact with the monument in some way (walk through it; touch it, etc).  2) the design is representative of some aspect of the Atlantic slave trade.  3) acknowledges the tragedy of the Atlantic slave trade & shows evidence of compassion.  B) Write a persuasive letter to an actual person of responsibility at the local, state or federal level making a case for an appropriate monument to the memory of the Atlantic slave trade and its victims. You do not have to design the monument; instead, you need to be the persuasive voice to initiate the project. Your letter should show evidence of research: why the monument is necessary, where the monument should be located and why that location. |