**Transatlantic Slave Trade Contextual Timelines Group Projects**

Lesson plan created by: Nica Froman

**Grade level:** 7th grade

**Subject areas:** Social Studies, Africa, Slavery, Development, Abolition, Colonization, Human Rights

**Estimated time:** Four fifty-minute lessons

Day 1: Introducing and starting the project

Day 2-3: Working on Timeline projects

Day 4: Presentations and Closure discussion

**Colorado Academic Standards/ BVSD Standards for 7th grade Social Studies:**

Standard 1.1.2 History (Context and content from the past are used to make connections to the present)

Standard 1.2b (History: Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved )

**Learning Objectives:**

Essential Question:

Why do people exploit others? What are the long-lasting effects of exploitation?

Learning target: By investigating the significance of the key dates and locations on a timeline, students will be able to create timeline presentations revealing the historical context of the trans-atlantic slave trade.

**Lesson Description:**

Students will use the Cyrak timeline on the Transatlantic slave trade to make observations regarding:

* When and where the slave trade started
* When the slave trade was at it’s peak
* Which locations “embarked” the greatest amount of enslaved African
* Which locations were entry points for the greatest amount of enslaved Africans
* When the slave trade ended

http://cyark.org/themes/atlantic-slave-trade

These observations should act as a springboard into a broader investigation of the context of the trans-atlantic slave trade including issues such as colonizations of the americas, abolition, Africa today and racism.

In groups, students are to create digital or physical timelines with dates, images, and explanations, summarizing the slave trade 1500-1600, 1600-1700, 1700-1800, 1800-1900 and 1900-2000.

In each section, students will include:

-major historical events that occurred in that time period related to the slave trade

-major political laws or changes that occurred in any of the locations involved in the slave trade

- relevant social movements related to the transatlantic slave trade

-The effects of the end of the slave trade on Africa

Throughout these explorations, students should create timeline presentations that give an overview of the historical context.

**Lesson Activities:**

Show students a short video on the Transatlantic slave trade:

<https://www.youtube.com/watch?v=u6KYQNXZwMI>

Discuss video with students.

Tell students that the Transatlantic slave trade was the biggest forced displacement of people in human history. 10 to 13 million people were torn from their homes and sent on brutal slave ships for the Americas.

Today we will be investigating why and how the world allowed this to happen. We will explore the context of the slave trade and what some of the motivating factors contributed to the slave trade.

Show students the Cyark slave trade map. How students how to use the bars on top to adjust the time period.

<http://www.cyark.org/themes/atlantic-slave-trade>

Tell students that they will be using the Cyark interactive timeline to create their own contextual timelines addressing the questions: How and why did the transatlantic slave trade happen?

In groups, students will be making either digital or physical times, including important dates, locations, photographs, and explanations of what was happening during a certain time period. At the end of several days, students will present their findings to the class. Each group member will have a certain time period that they will be responsible for. Students will be provided with a basic outline of what important information they should investigate in each century and include on their timelines.

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| --- | --- |
| Time Period | Questions/Topics to Address |
| 1500-1600 | What locations in Africa were the first to ship enslaved Africans to the Americas?  Where were they shipped to?  Who was responsible for shipping enslaved Africans?  Write a paragraph and include photos on these questions:  Why? What was happening in the locations they were shipped to?  What was happening the locations they were shipped from? |
| 1600-1700 | Click on the red pins to determine which port in Africa during this time period “embarked” the most enslaved Africans  Where were most enslaved Africans being sent during this time period?  Do some investigating and write a paragraph to find out: How were people captured and brought to the key port locations in Africa? Who was involved in the capturing of people to be sold as slaves? |
| 1700-1800 | During this century, the transatlantic slave trade was at it’s height.  What African port sent out the most enslaved individuals?  Where in the Americas were those individuals being sent to?  Write a paragraph about the historical context (what was happening) in the Americas at this time. |
| 1800-1900 | This century is when the transatlantic slave trade drops off.  Where were the last enslaved Africans sent to?  Write a paragraph on what caused the transatlantic slave trade to end?  Be sure to investigate:   * the abolition movement * laws that may have affected the end of the slave trade |
| 1900-2000 | You will not need the Cyark timeline for your research.  Please investigate and write two paragraphs addressing these questions:  What happened in Africa in the time period following the end of the transatlantic slave trade?  Be sure to research:   * the colonization of Africa * liberation of the African nations |

Students will have two to three days to do their research and compile them into organized and attractive timelines to present to the class. If you are doing physical timelines, be sure to provide students with large sheets of poster or butcher paper.

Students are encouraged to practice their research skills but you may also provide students with a list of resources to help guide their research. At the end of the timeline project, students will present their information to the class.

Closure: As an ending discussing spark further learning by asking students our “So What” question:

Do you think there are long-lasting effects of the transatlantic slave trade visible in the world today? How might those effects look in America? How might those impacts appear in Africa?

**Resources:**

Cyark Transatlantic Slave Trade Map

<http://www.cyark.org/themes/atlantic-slave-trade>

Capture and Enslavement: <http://www.understandingslavery.com/index.php?option=com_content&view=article&id=368&Itemid=227>

Voyages database: <http://slavevoyages.org/voyage/search>

Slavery in the Colonies: <http://tdl.org/txlor-dspace/bitstream/handle/2249.3/663/05_slavery_colonies.htm>

The Abolition project: <http://abolition.e2bn.org/people.html>

Anti-Slavery activism: <https://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html>

Summary of Slave Trade (includes laws at end of slave trade):

<http://www.crf-usa.org/black-history-month/the-slave-trade>

**So What?**

At the end of this project, it is important to discuss the connections the slave trade has with both Africa and the United States today. Connections to discuss are:

* Racism in the United States today (ie a wider discussion of police brutality against African Americans today)
* How slavery infringed Africa’s development. Look at some development world maps and see if students can make connections between “developed” countries as the countries controlling the slave trade and “developing” countries as those who have been victims of the slave trade and/or colonization

**Assessment:**

Use the provided rubric to assess students.

In addition to assessing the timeline projects, students should write a self-reflective paragraph in their social studies notebooks answering this question:

* How did what you learn throughout this project change your perception of the transatlantic slave trade?