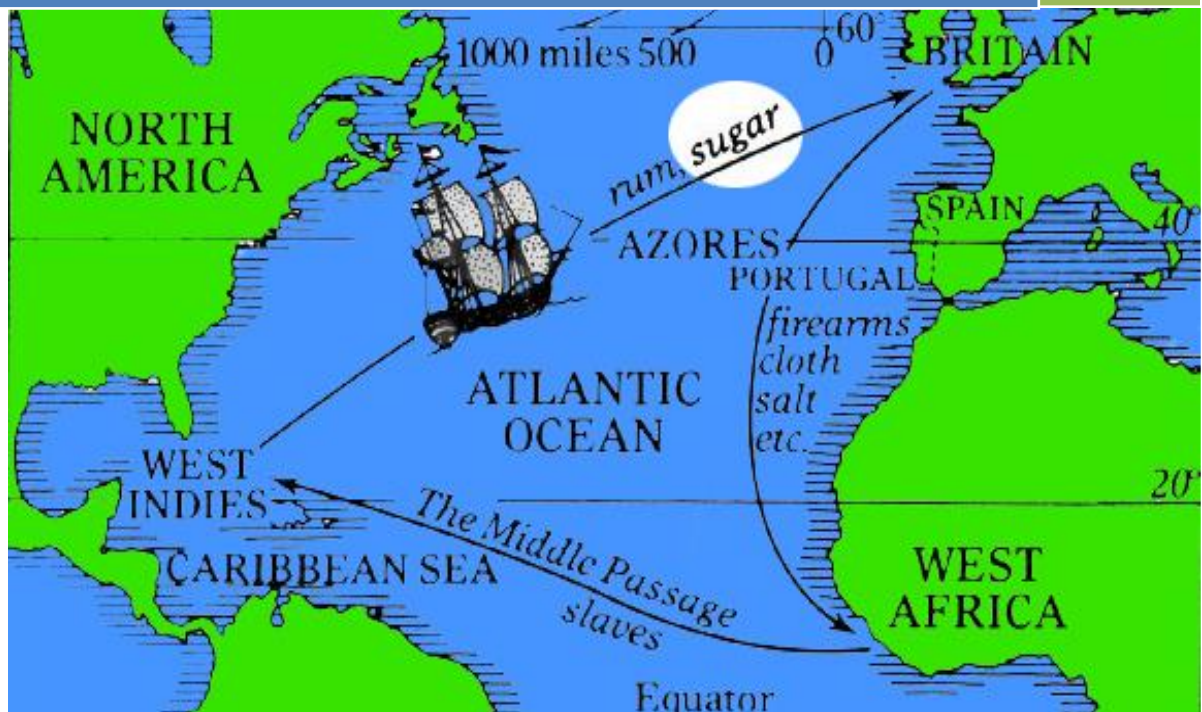


2014

Unit Plan: Triangular Trade



Brittany Vernon

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Overview/Introduction: This unit was designed to inform fifth grade students on the Triangular Trade. According to the GLCE, students will need to describe the triangular trade including the trade routes, goods and the people that were traded, the middle passage, and how it affected life in Africa. During this unit that encompasses a lot, the students will learn about a chunk of America's past that Americans aren't very proud of.

Rationale: Slavery was a very important part of U.S. history. This GLCE will help them understand how the goods were traded, and the horrendous passage that Africans had to endure, and how African-Americans were treated when they were brought over here from Africa. It is also vital for students to understand why racism exists in our society, and hopefully down the line they can connect the dots when they approach the subject inequality, segregation, and how the results of slavery and a lifelong effect on the African-American community.

Introduction to GLCE:

5-U2.2.1 Describe Triangular Trade including:

- *The trade routes*
- *The people and goods that were traded*
 - *The Middle Passage*
 - *Its impact on life in Africa*

Assessment (How will I assess my students' learning?): There will not be a summative assessment, instead there will be a lot of formative assessment throughout to demonstrate each student's understanding of the Triangular Trade.

KUD and “I Can” Statement

GLCE and Verb: 5-U2.2.1 *Describe Triangular Trade including:*

- *The trade routes*
- *The people and goods that were traded*
- *The Middle Passage*
- *Its impact on life in Africa*

Knowledge (K)

Africans were brought over from Africa via the Middle Passage. This process was accomplished through the Triangular Trade, or what many know as the TransAtlantic Slave Trade. Africa, in result was affected by this tragedy with depopulation and violence.

Understand (U)

Students will be able to understand the routes took during the Triangular Trade, the people and goods that were traded, what the Middle Passage was essentially, and the impact this left on Africa.

DOL: Demonstration of Learning (DO)

Students will be using maps conceptually, a lot of group work, and classroom simulation to show how the trade worked during the triangular trade. Literature and writing to connect will also demonstrate their learning.

Vocabulary

- Enslaved
- Plantation
- Racism
- Trade
- Middle Passage
- Manufactured Goods
- Raw Materials
- Slavery
- Cargo
- Mercantilism

“I Can” Statement

I can describe the Triangular Trade, the goods and people that were traded, the middle passage, and its impact on life in Africa.

Vocabulary Lesson

Set Up/Materials:

- “I can” statement written on the board.
- Whiteboard
- A couple of dry erase markers
- A long sheet of colored paper hanging over and covering the teacher’s vocabulary list
- Video: <https://www.youtube.com/watch?v=pYfCRRNxX2>

Anticipatory Set (8-10 minutes): The teacher will ask the students to read the “I can” statement aloud to begin this lesson. They will then ask the students, “What vocabulary words do you think you will encounter in this unit?” Students will be able to raise their hand and announce their word, while the teacher writes them on the board. Hopefully, the students will be heading in the right direction, but as the teacher, you should prompt specific questions:

- “Does anyone know what the triangular trade is?”
 - “How did slavery begin?”
- “Looking at the GLCE, what words do you think will be on the vocabulary list?”
 - What is a trade?

I. Gathering the terms (Class: 10-15 minutes):

1. After the anticipatory set, you will tell the students that you want them to think about more words after watching a short video. This will help get the students’ thoughts flowing, so that the ones who didn’t have anything to contribute in the beginning, may feel more confident to.
2. Watch Triangular Trade Video Cartoon:
<https://www.youtube.com/watch?v=pYfCRRNxX2o>
3. When the video is done: “What words did you hear or see that you don’t see on the board yet?” “Are there any words that we should add?”
4. After you feel confident with the list that they’ve made, you will unveil the vocab words that that you came up with, and compare them with the class (attached are a list of words that the student’s list should be similar to)
5. Ask them how they think they did!
6. That list that they made will remain on the board for the entire unit. **Remind the students to reference the words every time they hear them during the unit.
7. Next, as a class, read aloud the definitions that are written next to each vocabulary word on the teacher’s list.

II. Defining the terms (3-4 Group work: 20 -25 minutes):

1. During this time, the students will be able to work in groups of 3-4, assigned by the teacher. In their groups, the students will get about two words (maybe three for one group **depending on class size) to come up with definitions for in their own words (.
2. **The students will need to:**

- a. Draw a picture (if applicable)
 - b. Write a definition in their own words
 - c. Use it in a sentence
 - d. Connect the word to the world around them: "I've noticed that..." "I've heard that..." "Today, we..."
 3. Once the students complete the assignment with their group, the teacher will ask them to present their vocabulary words in front of the class.
- III. Closure: As **formative assessment**, to assure the students' understanding, the teacher will have them write definitions of all of the words in their own words as a homework assignment. ***Let them know that you will know if they copy from dictionary.com*** (see next page: homework assignment attached)

VOCABULARY LIST

UNIT: TRIANGULAR TRADE

- 1. Enslaved**
- 2. Plantation**
- 3. Racism**
- 4. Trade**
- 5. Middle Passage**
- 6. Manufactured Goods**
- 7. Raw Materials**
- 8. Slavery**
- 9. (Ship) Cargo**
- 10. Mercantilism**

Name: _____

Date: _____

Triangular Trade

Directions: Using your classmate's presentations, think about definitions for each vocabulary word, in your own words. Try to remember the presentations from earlier to help you!

Enslaved:

Plantation:

Racism:

Trade:

Middle Passage:

Manufactured Goods:

Raw Materials:

Slavery:

Cargo:

Mercantilism:

Lesson One: Triangular Trade: How Did it Work?

Set-Up/Materials:

- Triangular Trade
map:http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/
- Two items brought in from the teacher to trade
- Dry erase map (laminated map)
- Copies of laminated maps for each student
- Dry erase markers
- “I can” Statement written on board

<https://www.teachervision.com/slavery/lesson-plan/3370.html>

Anticipatory Set (5-10 minutes):

Prompt: What does trade mean? How does trade work?

1. The teacher begins with the prompt above to stimulate answers from the class.
2. You will also present a candy bar and an apple in front of the class, asking volunteers to come up and demonstrate what a trade was. (Question for thought: Do you see trade today? Do we still trade with each other? How so?)
3. Next, ask the students: “Who remembers any of the goods/people that were traded from the video we watched on triangular trade?”
4. Write whatever the students came up with on the board.

Instructional Strategies (15-20 minutes):

What I want the students to know: After this lesson, students should be confident in what the triangular trade was, and how it functioned. This encompasses who traded with who, and what was traded.

1. *Direct Instruction:* Give a brief overview, for some students, this may be the first of hearing about the “triangular trade.”
 - a. Derived partially from: <https://www.teachervision.com/slavery/lesson-plan/3370.html>
“From the 1600s to 1800s, large sailing ships, owned by British businessmen, set sail from England en route to the west coast of Africa. There, Africans were traded, taken away from their villages and families, were forced into extremely overcrowded spaces in the ships and sailed to the Caribbean, North America, and South America. If you look at a map, you can see how the trading process creates a triangle. Thus, naming this instance the Triangular Trade. Between 1525 and 1866, 12.5 million Africans made the trip from Africa to the New World, but only 388,000 were shipped to North America (according to: <http://www.slavevoyages.org/tast/index.faces>). Many of them died during from the long journey and horrible conditions.”

2. Prior to starting the link below, the teacher should have a giant map in front of the class that she is able to use to draw the arrows on. Also, hand out each student a map.
3. View interactive link on Triangular Trade:http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/. Stop to periodically ask these questions and make sure each student is copying to their map in a way that makes sense to them:
 - a. Which materials were traded to England, Africa, and the West Indies from North America? (Raw materials)
 - b. Which materials were traded to Africa and North America from Europe? (Manufactured goods)
 - c. What was traded from Africa to the West Indies? What was this called? (Middle Passage)
 - d. What was traded from the West Indies to the North America? Why isn't there a direct arrow from Africa to North America?
3. Ask the students what they noticed about the map: "Who traded to who? What was traded? Why do you think people wanted to trade other people?"

Closure: The Triangular Trade was an important piece to the beginnings of slavery. It was a strategic process, that caused grief to millions of blacks in the United States. **As formal assessment:** The students are to explain the Triangular Trade to two other people in their household using the laminated map they received. They will give the person they taught the "Student and I" worksheet to fill out once they finished teaching their "student." (worksheet attached)

Teacher: _____

Student: _____

The "Student and I"

Directions: Complete this worksheet after you've learned about the Triangular Trade from your "teacher."

Mr. or Mrs. _____, taught me that the Triangular Trade was...

This was traded from (choose one):

1. North America to England: _____
2. England to Africa: _____
3. Africa to West Indies: _____
4. West Indies to North America: _____

Lesson Two: The Middle Passage: Voyage to America

Set- Up/Materials:

- Book: “The Middle Passage: White Ships/Black Cargo”
- Elmo
- “I can” statement written on the board
- Video: The Black Atlantic
- KWL Chart handouts
- Pictures of slave ships
- News articles of slaves being sold

Anticipatory Set (15-20 minutes):

1. Open using Tom Feelings book, “*The Middle Passage: White Ships/Black Cargo.*”
2. Before opening the book: What does the title mean? Refer back to our vocab word “cargo.”
3. Use the Elmo to flip through the pages of Feelings picture book, ask the students how they feel about the pictures, what is it describing? What can you infer from these pictures? Was the voyage a happy one? Why do you think the illustrator decided to only paint in black, white, and gray, and not color?
4. Show attached images of slave ships and news article.
5. Have students reflect about what they saw and read as a class by writing in their journals. Prompt: How did the pictures make you feel? What do you think it was like on those slave ships, viewed as just “cargo?”

Instructional Strategy (60 minutes):

What I want the students to know: The students at the end of this lesson should know what the Middle Passage was, and how it began slavery in America. They should also know how inhumane the whole process was, and how blacks were only viewed as cargo.

1. K-W-L Charts:

a. The students will use a KWL chart to check their understanding of the subject already, to see what they want to learn, and formatively assess what they learned after the lesson (KWL chart attached).

b. Before the video below, the students will write down what they already know on the subject of the Middle Passage. They will also write down what they want to learn on the subject.

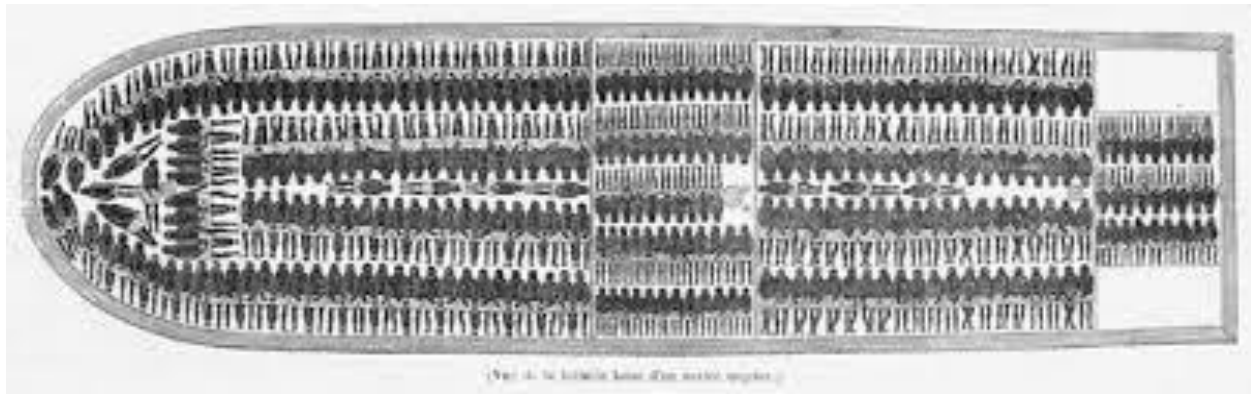
2. After completing the first half of the KWL charts, start the movie: *The Black Atlantic*: <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-black-atlantic/>

- a. It will talk about the beginnings of blacks and their passage over to America, and how slavery was established in America.

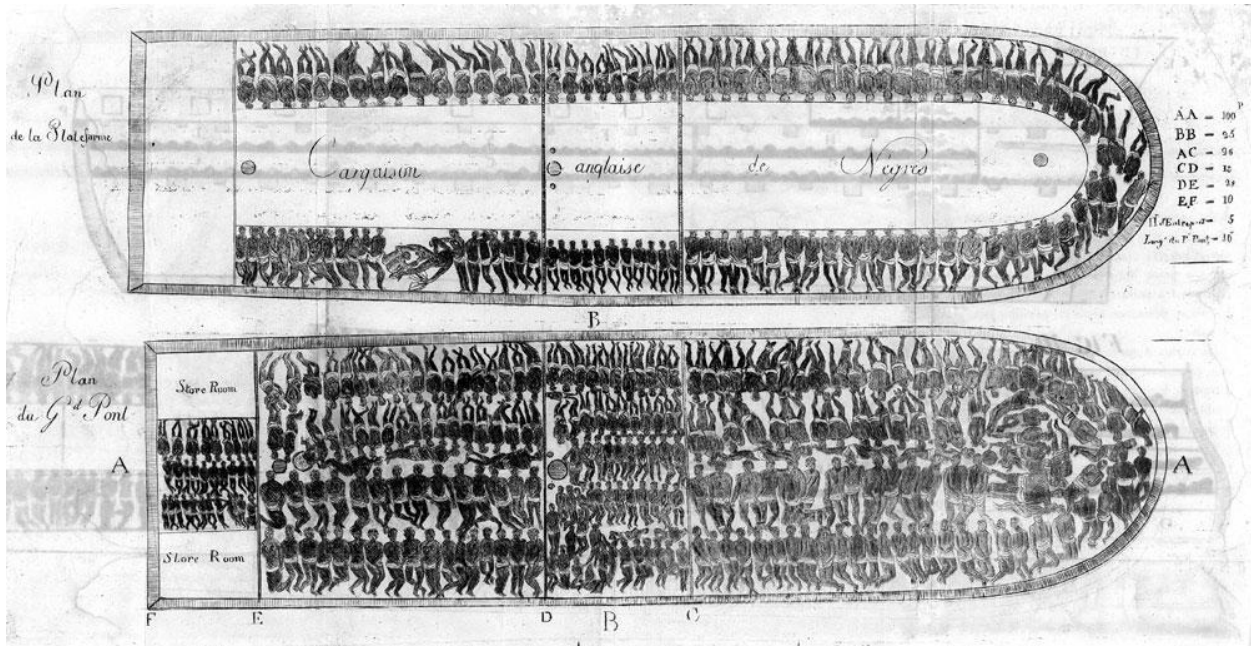
3. When the movie is complete (note that it may take more than one day), have open discussion. These are hard topics, and better for everyone if the students can let out how they feel about the topic.

Closure:

1. As mentioned above, the students will close by filling out the final portion of the KWL Chart, about what they learned in the last few days of the lesson. This is purposefully set up to be a formative assessment. This will be their exit card for the day.



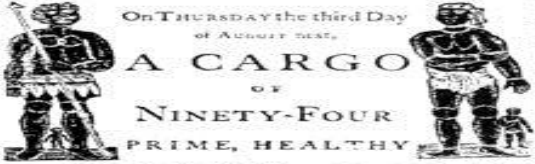
<http://media.web.britannica.com/eb-media/58/85158-004-F9837DC5.jpg>



http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/JCB_01138-1.JPG

Charlestown, July 24th, 1769.

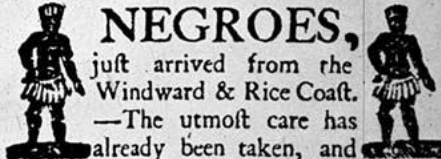
TO BE SOLD,
 On THURSDAY the third Day
 of AUGUST next,
A CARGO
 OF
NINETY-FOUR
 PRIME, HEALTHY



NEGROES,
 CONSISTING OF
 Thirty-nine MEN, Fifteen BOYS,
 Twenty-four WOMEN, and
 Sixteen GIRLS.
 JUST ARRIVED,
 In the Brigantine DENBIA, *Francis*
Bare, Master, from SIERRA-
 LEON, by
DAVID & JOHN DEAS.

<http://www.happywarrior.org/genealogy/tobesold.jpg>

TO BE SOLD, on board the
 Ship *Bance-Island*, on tuesday the 6th
 of *May* next, at *Ashley-Ferry*; a choice
 cargo of about 250 fine healthy



NEGROES,
 just arrived from the
 Windward & Rice Coast.
 —The utmost care has
 already been taken, and
 shall be continued, to keep them free from
 the least danger of being infected with the
SMALL-POX, no boat having been on
 board, and all other communication with
 people from *Charles-Town* prevented.
Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country..

<http://historymad.stmaryscollegehull.co.uk/TempPages/Fightforrights/AfricanSlaveTradePoster.jpg>

NEGROES AT AUCTION.—BY J. & L. T. LEVIN.

Will be sold, on Monday, the 3d January next, at the Court House, at 10 o'clock,

22 LIKELY NEGROES, the larger number of which are young and desirable. Among them are Field Hands, Hostlers and Carringe Drivers, House Servants, &c., and of the following ages: Robinson 40, Elsey 34, Yanaky 13, Sylla 11, Anikee 8, Robinson 6, Candy 3, Infant 9, Thomas 35, Die 38, Amey 18, Eldridge 13, Charles 6, Sarah 60, Baket 50, Mary 18, Betty 16, Guy 12, Tilla 9, Lydia 24, Rachel 4, Scipio 2.

The above Negroes are sold for the purpose of making some other investment of the proceeds; the sale will, therefore, be positive.

Terms. — A credit of one, two, and three years, for notes payable at either of the Banks, with two or more approved endorsers, with interest from date. Purchasers to pay for papers. Dec 8 43

Black River Watchman will copy the above, and forward bill to the auctioneers for payment.

http://upload.wikimedia.org/wikipedia/commons/2/2a/Jacob_Levin_slave_auction_ad.jpg

KWL CHART

Topic:

What do I

KNOW?

What do I

WONDER?

What have I

LEARNT?

Lesson Three: Impact on Life in Africa

Set-Up/Materials:

- Poster Paper
- Four different color markers
- “I can” Statement written on the board

Anticipatory Set (15-20 minutes):

1. During this time, the students will do a Think, Pair, and Share to start the lesson
2. First, the students will think about reasons as to why they think the triangular trade would impact life in Africa, and in what ways.
3. After, they will pair up with a student next to them to talk about what answers they came up with.
4. Lastly, the students will share what they have with the class, making sure to back up their claims with reasons.
5. After the teacher has heard all of the pairs, she will go over with the class what everyone came up with and condense it to these four categories: Depopulation, Violence, Economic Problems, and Racism.

Instructional Strategies:

What I want the students to know: By the end of this lesson, the students should know how the Triangular Trade affected life in Africa, and the overall affect it had on America: Racism.

1. *Graffiti Groups:* For Graffiti Groups, the teacher selects an overarching topic, and breaks it down into subordinate questions giving a question to groups of 3-5 students.

a. The students receive a large poster board, one color marker, and gets about 5 minutes to answer the question. Once time is up, they circulate the posters to the next group to answer the question.

b. Each poster will pose a different question:

- i. How would depopulation be an impact on life in Africa?
- ii. How would violence erupt as a result from the Triangular Trade? (think back to what was traded to Africa)
- iii. What would some of the Economic Problems be?
- iv. Why is racism an impact of the Triangular Trade/Slavery?

c. When complete, hang all of the graffiti posters around the room!

Closure:

1. To formatively assess, the students have an exit card. The exit card will consist of writing down three effects of the triangular trade. What type of effect did it have on America, what are some struggles that we face today because of slavery in America? On the top of the exit card, they will need to write the I can statement: I can describe the Triangular Trade, the goods and people that were traded, the middle passage, and its impact on life in Africa.