

# Lesson Plans: SS 08 AHIS LPQ1 023 Africans In America

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Grade Level : Grade 8

Subject : Reading - Middle, Social Studies - Middle

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)

Florida Sunshine State Standards

Grade 8

American History

2: Examine the causes, course, and consequences of British settlement in the American colonies.

SS.8.A.2.3 Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.

SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

Geography

4: Understand the characteristics, distribution, and migration of human populations.

SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Economics

2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.8.E.2.3 Assess the role of Africans and other minority groups in the economic development of the United States.

Description/Abstract of Lesson: Students will: analyze the reasons for development of chattel slavery using people from Africa, understand the impact of slavery on development of Americas understand the impact of slavery on people from Africa

Technology Connections and Teacher Materials: <http://www.pbs.org/wgbh/aia/home.html> PBS site: America's journey through slavery is presented in four parts. For each era, you'll find a historical Narrative, a Resource Bank of images, documents, stories, biographies, and commentaries, and a Teacher's Guide for using the content of the Web site.  
<http://www.pbs.org/wgbh/aia/part1/1h320t.html> "The Interesting Narrative of the Life of Olaudah Equiano". <http://www.pbs.org/wgbh/aia/tguide/tggeneralresources.html> extensive bibliography of primary and secondary sources

Vocabulary: chattel slavery griot

Steps to Deliver Initial Instruction:

- Introduce the unit by having students create a K-W-L. share what they already know about people being forced to come to America as slaves.
  - Once students have shared and agreed on a few significant facts (the teacher should refrain from correcting inaccuracies yet) have students view map of the Atlantic slave trade
  - Now continue with what the students know about slavery and the Atlantic slave trade. From the map, students should get a more clear conception of the overall slave trade by teacher asking directed questions:
    - What parts of Africa did most slaves come from?
    - Where were the majority of slaves sent to in the Americas?
    - What was the most likely job for a slave in the Americas?
- Ask students to think like historians and ask them what would they need to know in order to understand both the impact of slavery on the development of America but also the impact of slavery on people from Africa. Share these with the class and place in the w column. Questions should include;
  - why were people from Africa used as slaves?
  - How was **chattel slavery** different from slavery in Africa?
  - How did Europeans enslave Africans?
  - Did other Africans participate willingly in capturing slaves?
  - What was the life like of a person being forced into slavery?
- students will complete the learned part of the chart by the end of the lesson.

**Guided Practice with Feedback:** • On a map of Africa, find Olaudah Equiano's home (present-day Nigeria). Have students brainstorm a list of words that they think describe life in that part of Africa in the 17th century (e.g., family life, religion, economy). Now read "My Early Life in Eboe," the first chapter of *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (New York: Bedford Books, 1995).

- There are very few written narratives about life in 17th Century Africa for a number of reasons. This can be a brainstorming session by the students to ask for possible reasons why we don't have written records of life in western Africa. Correct answers should include:
  - most west African societies did not have written languages but relied on **griots** to memorize and recite the histories of the community.
  - By the late 18th Century in America, most slaves were forbidden to read or write.
  - When European nations colonized African nations, they would first replace native culture and tradition with european ideas.,
- You may want to read it aloud as a whole group or have students work in small groups. As they read, have students write down key words or phrases that describe everyday life in the same categories as above. Compare to the list generated before reading. Have students' knowledge or views changed? How?
- As a whole class or in small groups, have students read and take 2-column notes from <http://www.pbs.org/wgbh/aia/part1/narrative.html> If multiple internet connections are not available, hard copies should be distributed to groups of students. 2-column notes should be based on the page headings from the presentation.
- Following the reading, students should write a "test question" and the correct answer, for each section heading.
- These questions can be used in a whole class review, with the winning side or team receiving bonus points on the summative test.

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**File Attachments:** slave\_trade\_1650-1860\_b.jpg

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