

# Lesson Plans: SS 08 AHIS LPQ4 024 Slave Trade in the U.S. 1789 - 1861

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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

3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

SS.8.A.4.2 Describe the debate surrounding the spread of slavery into western territories and Florida.

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Description/Abstract of Lesson:** To analyze the slave trade as part of United States history from the time period 1789 to 1861. Use primary sources to understand the economic, social, and cultural impact of the slave trade on American history.

**Essential Question-Scope & Sequence:** **How could anyone think that slavery was right? What was done to resolve the slavery issue before the Civil War?**

**Duration :** 4 Days

**Vocabulary:** Middle Passage African Diaspora Slavery Cotton Gin Plantation Economy Racism Abolition

**Steps to Deliver Initial Instruction:** Review: Use the vocabulary words to invoke previous class lessons and discussions about slavery. Make a point to discuss that the transatlantic slave trade was made illegal in the United States on January 1, 1808, but would continue illegally for 50 more years. Also make a point of discussing how the domestic slave trade, or trade within the United States of slaves born here, was legal and continued until the Civil War.

**Guided Practice with Feedback:** **Mini-lesson #1:**

- Show students "Regional Origins of Enslaved Africans Destined for the Americas, 1601 – 1867 (located at) <http://www.inmotionaame.org/> Ask students to summarize the content according to the following questions:
  - What parts of Africa did most of the people transported as slaves come from?
  - Why do you think this is so?
  - How did this change over time?
  - Why do you think this is so?
- Show students "The Illegal Slave Trade to the United States, 1808–1860" (found at) <http://www.inmotionaame.org/> Ask students to summarize the content according to the following questions:
  - How is this map different from the maps of slave importations from earlier times?
  - Why do you think this is so?
- Show students "The Atlantic Migration, Number and Percent of African Departures, 1450 – 1867" (found at) <http://www.inmotionaame.org/> Ask students to summarize the content according to the following questions:
  - When was the time period with the greatest number of departures?
  - Why do you think that was so? (provide 3 possible reasons)
  - According to the graph, was the Constitutional ban on importing slaves effective at all?
  - Support your answer with other scenarios.
- Students should turn in their answers to the questions, plus any additional questions

they might ask.

### Mini-lesson #2:

- "Slave Ship" is a video from Streaming Discovery Education.

Students should take notes during the video on the major people and dates. Afterwards, during the discussion, key points should be written down by the students to be later applied in the independent practice.

- Segment 1 - The Trans-Atlantic Slave Trade
- Segment 2 – Transatlantic Slave Trade
- Segment 3 – Capture, Transport, Sale, and Escape of Singbeh Pieh
- Segment 4 – June, 1839-Singbeh Pieh (Joseph Cinque) leads a slave revolt aboard the Amistad
- Segment 5 – The Middle Passage and issues of Security and Mortality aboard the slave ships
- Segment 15 – The Plight of the Amistad becomes a focal point for the abolitionist movement
- Segment 16 – January 1840: The lower court trial of the Amistad Africans
- Segment 17 – 1841: John Quincy Adams and the Supreme Court Trial of the Amistad Africans
- Segment 18 – The fate of the Amistad Africans

### Mini-Lesson #3:

- The Schlomberg Center for Research in Black Culture Presents '*In Motion: The African American Migration Experience*'  
<http://www.inmotionaame.org/home.cfm>
  - Once you have entered this site, there are two areas of exploration applicable to this lesson:
    - The Transatlantic Slave Trade
    - The Domestic Slave Trade
  - It is best to look at the transatlantic information first, then the domestic. Click on the topic, located in the upper right hand corner of the site. Both areas provided a large amount of information, including lesson plans!
    - The Transatlantic Slave Trade
      - a) Traders and Trade
      - b) The Middle Passage
    - both of these items offer concise information as well as primary resources such as shipping numbers of slaves in a certain time period, shows the impact of the diaspora
    - c) Images – 13 pages of pictures! Pick and enjoy this great resource!
    - The Domestic Slave Trade
      - a) The Victims of the Trade
      - b) The National Debate
      - c) The End of the Domestic Slave Trade
    - the three topics offer concise information as well as primary resources such as interviews, speeches, etc.
    - d) Images – 9 pages of pictures! Includes ads to buy slaves. Pick and enjoy great resource!

### Independent Practice:

- Students will work on individual computers and use the site <http://www.readwritethink.org> to develop their thoughts, notes, and acquired information into a presentation. Students should click on 'Student Materials' located on the right side of the site. The following are items that will help them organize the information:
  - Venn Diagram – 2 circles

- Venn Diagram – 3 circles
- Stapleless Book
- ReadWriteThink Notetaker
- Flip Book
- Compare and Contrast Guide
- Allow the student to pick which organizer best fits how they would like to present their information. Once a student has picked a information organizer, they click on 'visit this interactive tool' near the top of the page. Directions are simple and each step is explained as the student progresses through their organizer. Once finished the information can be printed out. It can also be saved if you wish.
- The printed product will be used to close the lesson and for assessment.

**Differentiated  
Instruction/Small  
Groups:**

- Print information out for students to have at their desk to use as a guide.
- Highlighters should be used on their guide to help them identify important points.
- Use small groups to first look at the guide before presentation and discussion.

**ESE/ESOL  
Accommodations &  
ESE/ESOL  
Strategies:**

- Provide a printed guide of information and highlighter.
- Have a bilingual partner for ESOL students.
- Find a partner for an ESE student if you feel it meets their learning needs.

**Lesson Closure/Review:** Students read and summarize *Creating America* Chapter 4 Section 3, and Chapter 11 Section 2

**Assessment with Clear & Compelling Product Standards:** The students should be aware that their organizers will be collected and a grade will be given. They should be aware that the organizers should include examples of the slave trade (cause and effect), statistics provided by primary sources, Amistad, and their own personal thoughts about the topic.

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