LESSON 4 Grades 5 – 12
THE TRANSATLANTIC ENSLAVEMENT TRADE
Lesson Duration: 1–3 Class Periods (30 – 50 Minutes) for Each Section

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OVERARCHING QUESTIONS:
1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT THEME:
Explore the Transatlantic Enslavement Trade and its impact on migration patterns and world wide demographics.

STANDARDS/ESSENTIAL SKILLS:
All of the standards listed below are directly related to or can be closely connected to this lesson. Depending on the direction the teacher wishes to focus the lesson, these standards provide a foundation for teachers to adapt and implement a standards-based curriculum approach.

Social Studies - IN 2007:
K-8 HISTORY: Historical Knowledge: 5.1, 2, 5.1.4, 5.1.5, 6.1, 6.1.10, 6.1.11, 8.1.2, 8.1.10, 8.1.16, 8.1.18, 8.1.19, 8.1.20, 8.1.21 Chronological Thinking, Historical Comprehension, Research: IN 3.1.7, 4.4.6, 5.8, 5.1.9, 5.1.20, 6.1.24, 7.1.19, 8.1.28, 8.1.29, 8.1.30, CITIZENS AND GOVERNMENT: 8.2.1, 8.2.2, 8.2.4, 8.2.5, 8.2.6, 8.2.7, 8.2.8, 8.2.9, 8.2.10, GEOGRAPHY: The World in Spatial Terms: IN 4.3.2, 5.3.1, 6.3.1, 8.3.2, Human Systems: IN 6.3.9, 6.3.10, 6.4.1, 8.3.2, Places and Regions: (IN) 5.3.3, 5.3.8, 5.3.9, 6.3.4, 8.3.1, 8.3.2, 8.3.6, 8.3.7, 8.3.8, 8.3.9, Physical Systems: IN 6.3.13, ECONOMICS: IN 4.4.8, 5.4.2, 5.4.5, 5.4.6, 5.4.8, 6.4.1, 6.4.2, 6.4.9, 7.4.2, 7.4.4, 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7, 8.4.9, 8.4.11, High School: U. S. HISTORY: USH 9.2, 9.3, HS ECONOMICS: E1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, E2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, GEOGRAPHY AND HISTORY OF THE WORLD: GHW 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, SOCIOLOGY: Cultures: IN 5 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, Social Status: S 3.2, 3.3, 3.4; Social change: 6.1, 6.2, 6.3, 6.7, 6.8

Language Arts – IN 2006:
Word Recognition and Vocabulary Development: IN 5.1.2, 5.1.6, 5.2.1, 6.1.2, 6.1.5, 7.1.1, 7.1.3, 8.1.3, Writing: Informational, Research and Persuasive Text Response to Literature: IN 6.5, 6.5.8, 6.5.7, 7.5.2, 7.5.4, 8.5.3, 8.5.4, 9.5.2

Language Arts - Common Core 2010:
CCR Standards (Gr 4-12) are woven into activities: LITERATURE: Key Ideas and Details: 1, 2, 3, Craft and Structure: 4, 5, 6, Integration of Knowledge and Ideas: 7, 8, 9, Range of Reading and Level of Text Complexity: 10, WRITING: Text Types and Purposes: 1, 2, 3, Production and Distribution of Writing: 4, 5, 6, Research To Build And Present Knowledge: 7, 8, 9, Range of Writing: 9, SPEAKING AND LISTENING: Comprehension and Collaboration 1, 2, 3, Presentation of Knowledge and Ideas 4, 5, 6, LANGUAGE: Conventions of Standard English 1, 2, Knowledge of Language 3, Vocabulary Acquisition and Use 4, 5, 6

Math Common Core Standards, 2010:
Operations and Algebraic Thinking (OA) Gr. 4, 5, Expressions and Equations (EE) Gr. 6, 7, 8, Algebra – Creating Equations (A-CE), Ratios and Proportional Relationships (RP) Grade 6, 7, Measurement and Data (MD) Grade 3, 4, 5

OBJECTIVE:
The purpose of this lesson is to allow students to analyze a challenging topic, explore misconceptions about slavery, and to provide students with a platform to begin forming their own moral and ethical positions about slavery and the mistreatment of others. After viewing the DVD, The Historic Journey: “Yes We Can” students can explore information about the Transatlantic Slave Trade process.

The students will:
1. Discover how people from the African continent were forcibly relocated in countries in the Americas and how that movement is reflected in population trends in those countries today.
2. Use maps to retrace the routes taken by the millions of Africans who were captured from slave forts along the West African Coast and shipped to the Americas and elsewhere to endure lives as slaves.
3. Investigate other people who have been captured and taken from their homeland.
4. Evaluate the reasons why so many people are emotionally captivated by the historic journey of an African American becoming president of a land where Black people and their forefathers were enslaved during past centuries.
5. Interpret the lasting impact that slavery still has on people today even though they were not involved with the actual practice of enslavement.
BACKGROUND INFORMATION: THE TRANSATLANTIC ENSLAVEMENT TRADE

The Slave Trade began after Prince Henry the Navigator of Portugal sailed from Portugal to the western coast of Africa in 1440. A short time later, Portuguese sailors began taking Africans from the coast to Europe to sell and use them as slaves. This trade was so lucrative that they almost immediately they built a factory, sometimes called a castle, to hold the Africans. They named the factory El Mina.

In the 1500s, Catholic Bishop Bartholomew La Casas issued the Asiento, an edict, giving Spain the right to export captured Africans to the Americas further hastening the Transatlantic Slave Trade. After La Casas, who died in 1566, observed the consequences of his decision, he sorely regretted it. But by then, Portuguese and Spanish sailors had already discovered the business of capturing Africans along their coastlines and then transporting them to other countries as free labor. Europeans and residents of the colonies and of the United States believed that Africans were particularly suitable for hard work because they were immune to European diseases. They were mostly healthy and strong, and most came from agrarian societies in Africa where modes of production varied. This inhumane system provided free labor for slaveholders in Europe and especially in the Americas where they profited from sugar cane, indigo, cotton and tobacco sales.

The Asiento caused jealousy among European nations. Each country involved in the slave trade scrambled to capture the rights to it. In 1713, Britain and Spain agreed to share the Asiento.

By the nineteenth-century European nations began to prohibit the slave trade. For example Britain prohibited the importation of captured Africans on March 25, 1807, and the United States finally prohibited slaveholders from importing slaves on January 1, 1808. Constitutional Convention delegates made the prohibition part of the United States Constitution in 1787, yet it did not take effect until twenty years later. Nevertheless citizens of the United States as well as other countries continued engaging in slavery. The Clothide was the last slave ship to arrive in the states in 1861 in Mobile Bay, Alabama. The practice of owning Africans and their African American offspring in the Americas lasted well over 400 years until 1868 when Portugal finally emancipated enslaved people in Brazil.

Transporting African captives from Africa to the Americas and the returning to Europe came to be called the Transatlantic Slave or Triangular Slave Trade. Slavers formed a triangle on the voyage from Africa to the Americas and back to Europe.

Who Started the Triangular Slave Trade?

When the Portuguese first sailed down the Atlantic coast of Africa around the middle of the 15th century, their main interest was to acquire gold. Later the Portuguese interests in Africa moved away from gold to slaves. For hundreds of years, Portugal, Spain, France, Holland, Britain and even citizens of the United States captured and transported Africans. Some of the Africans were goldsmiths, blacksmiths and other artisans, priests, agriculturalists, as well as merchants. Many of them were children torn away from their parents and families. Some were adherents of traditional African religions others were adherents of Islam. Kidnapped with his seven year old sister when he was eleven years old in the 1750s, it was Olaudah Equiano who challenged the practice saying:

Oh, you nominal Christians might not an African ask you learn from your God who says unto you, “Do unto all men as you would men should do unto you.” Is it not enough that we are torn from our country and friends to toil for your luxury and lust of gain? Must every tender feeling be likewise sacrificed for your avarice? Are the dearest friends and relations rendered more dear by their separation from each other and thus
prevented from cheering the gloom of slavery with the small comfort of being together and mingling their sufferings and sorrows? Why are parents to lose their children, brothers their sisters or husbands their wives? Surely this is a new refinement in cruelty, which while it has no advantage to atone for it, thus aggravates distress and adds fresh horrors to the wretchedness of slavery.

Many families on both sides of the Atlantic acquired their wealth from engaging in the Slave Trade. The trade was a source of wealth for the Europeans and for those in British colonies and American states. The British abolished slavery in 1834 and the United States abolished slavery in 1865 with the passage of the 13th Amendment to the Constitution.

**Why Did the Trade Begin?**

Europeans lacked a work force in their newly acquired territories. In most cases indigenous inhabitants died from diseases early settlers brought over from Europe. Since Africans were familiar with tropical climates and tropical diseases, they provided an excellent work force for the Europeans. Slaves were needed for mines and for work on sugar cane and cotton plantations. Enslaved Africans were imported to three main places: 42% went to the Caribbean islands, about 38% to Brazil, and about 5% to North America, the longest distance from Africa.

**Was Slavery New to Africa?**

Slavery was not new to Africa; forms of slavery existed in Africa before the Europeans arrived. People were temporarily enslaved as punishment for a crime, payment for a debt, or as prisoners of war. Africans had two types of unfree persons—domestics and trade “slaves.” The domestic slaves were members of the community. Domestic slaves were debtors or those who committed a crime. Once their payment or penalty was paid, they could rise to any position in the community. An African village was often composed of grandparents, parents, aunts, uncles, siblings and cousins. Therefore domestic slaves were kin and not mistreated. Trade slaves were prisoners of war and not part of the community and even kept apart from the community.

**What Was the Triangular Trade?**

The Transatlantic Slave Trade is often described as the Triangular Trade. The Transatlantic Slave Trade consisted of three journeys:

1. The first stage of the Triangular Trade involved taking manufactured goods from Europe to Africa. These goods were exchanged for Africans.
2. The second stage of the Triangular Trade (the middle passage) involved shipping the Africans to the Americas to work on plantations.
3. The third, and final, stage of the Triangular Trade involved the return to Europe with the produce from the plantations: cotton, sugar, tobacco, indigo, molasses, rum and money.

**What Were the Points of Departure?**

European traders built Cape Coast Castle in the 17th century. It became a departure point for the British slave trade. While waiting for transportation across the Atlantic, several hundred captured Africans were shackled and locked into the castle’s dungeons. This location was only one of many that served as the last look enslaved Africans would have of their homeland. By 1816 a clause in the Treaty of Ghent authorized Britain and the United States to post squadrons off the African coast to prevent slaving. However, privateer ships slipped through and still were able to illegally pirate Africans away.

President Barack Obama paid homage to the victims of slavery at the infamous “Door of No Return” at the Cape Coast Castle in Ghana, West Africa. He and his family went to Africa during the first year of his presidency to meet with several African leaders.
How Did the Europeans Obtain the Slaves?

Some Africans were kidnapped from along the west coast of Africa and some were captured and sold to slave merchants by other Africans who usually were not members of the captive’s ethnic group. There are over one thousand ethnic groups in Africa. Many Africans captured and imported west were from the Yoruba, Fon, Akan, Kongo, Fulani, Mandinka, Mandingo, the Angola, Wolof and Ibo ethnic groups as well as others. After slaveholders discovered the capabilities of certain African groups, they began to request members of particular groups for specific occupations.

NOTE: For viewing an accurate account of the slave trade, see Roots - Episode 2, a television production available on DVD.

What Were Conditions for the Slaves?

Some captured Africans were brought from the interior of Africa to the holding places. When slavers arrived the “cargo” of Africans were rowed out to ships to travel to the Americas. Many did not even make it to the African coast. The march from the interior to the coast was often several hundred miles and they were coffled together at their necks and handcuffed. Olaudah Equiano, an Ibo, who was captured as a younger child shared that the march to the coast was so long that he learned six different languages. According to one source in a PBS documentary about the Middle Passage (see reference on next page), “Of the roughly 20 million people who were taken from their home and sold into slavery, half didn’t complete the journey to the African coast, most dying along the way.”

Conditions on the slave ships were horrific. The trip, over 4,000 miles, from Africa to Brazil could last from one to three months depending on the ship. Ships going to Africa would enter the trade winds that flow east to west. They would usually leave in April to catch the westerly trade winds and return by October to catch the easterly ones.

The enslaved people were branded with hot irons and shackled together with chains and then packed tightly in the slave ship quarters. The captives were introduced to new diseases and infection during the trip across the Atlantic Ocean. There was little room for ventilation or to turn oneself and usually there was no place designated for human waste. So the stench of the urine, fecal waste, perspiration and vomit that resulted made it very difficult to even breathe. During stormy weather, the portholes that provided some ventilation had to be closed and further worsened conditions. Although the captives were usually rationed one meal a day, many suffered from malnutrition long before they reached the new territories. Some committed suicide by jumping overboard, some tried mutinies, some tried to starve themselves, but measures were taken to protect the “precious cargo” which made it increasingly difficult for these things to occur. It is reported that when the ships arrived to the American port, the stench could be smelled before the ship ever landed.

What Was the Survival Rate for the People Who Crossed the Middle Passage?

The number of Africans who came to the America’s is not easily determined. Some estimate that around 12 million people were taken forcibly from the African continent. Others suggested that ten to twenty percent of the captives who began the journey lost their lives during the journey across the Atlantic.

What Is a Diaspora?

A Diaspora (di - as - po - ra) is a scattering of languages, culture, or people: a dispersion of people, language, or culture that was formerly concentrated in one place. People were taken from Africa – the African Diaspora. Today, populations are also being force to leave their homelands because of war and religious reasons.
REFERENCES:
Alistair Boddy-Evans. Trans-Atlantic Slave Trade:
A review of the triangular trade with reference to
maps and statistics. Contact at
africanhistory.guide@about.com.
http://africanhistory.about.com/od/slavery/t/TransAtlantic001.htm
http://www.pbs.org/wgbh/aia/part1/1p277.html
http://cghs.dadeschools.net/african-american/europe
slave_trade.htm
http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter5.shtml

KEY QUESTIONS:
1. What was the Transatlantic Slave Trade Route and when did it begin?
2. How did the Europeans acquire the Africans who were enslaved?
3. What were the conditions on slave ships and how did these conditions impact the passengers? What numbers of people never made it to the Americas?
4. What were some of the departure points on the West African coast for the enslaved Africans?
5. What are the effects of the Transatlantic Slave Trade on us today?
6. Does slavery exist anywhere in the world today?
7. How does slavery and oppression of other people impact you?
8. Why do we still need to discuss slavery today?
9. How does knowing about the transatlantic slave trade make you feel about Barack Obama becoming President of the United States?
10. What can you do about issues such as oppression and slavery around the world?

VOCABULARY:
Homage, Transatlantic Slave Trade, Triangular Trade, tropical climate and tropical diseases, slavery, Diaspora

INSTRUCTIONAL MATERIALS:
1. PowerPoint lesson prepared by the teacher.
2. Pictures related to the Triangular Slave Trade period.
3. Population charts showing where Black people live in the world.
4. Primary and secondary source material related to the slave trade period.
5. List of Websites and search engine words, terms and key concepts that would lead students to information about this time period.
6. Information or other examples of people who have been forced to leave their homeland, such as the Jewish people, people from African countries in today's news, and children and women who are forced into slavery and involuntary work even today.

DIFFERENTIATION AND/OR MODIFICATION:
1. Provide multiple mediums for presenting the information.
2. Allow students to work in pairs or small groups.

ACTIVITY 1: POWERPOINT PRESENTATION
- GATHERING INFORMATION

METHOD OF DELIVERY: –PowerPoint, media and class discussion

PROCEDURE:
The teacher will:
1. View the video and find ways to connect video images to standards that match lesson content on the Triangular Slave Trade time period.
2. Prepare a PowerPoint presentation using the background information information or have students read the Background Information..
3. Provide a handout that includes vocabulary and key concepts that students can also use to take notes from the PowerPoint.
4. Use a variety of strategies to engage students as they read this lengthy passage.

DEVELOPING STRATEGIC LISTENERS/READERS
- These highly effective reading strategies can be used by the student as they view/read the assigned text to help them make sense of the words.
• Because of the cognitive nature of comprehension, students do not need to guess about answers to verbal questions, true and false questions, and fill in the blanks items, or haphazardly use whatever comprehension strategy that they have developed on their own.
• The strategies listed below address some specific strategies that teachers can use in cross-curricular content.

5. Divide the class into teams of 3 – 4 each.
6. Find other materials primary sources related to other slave trade incidents – women, children, Jewish people, and people in certain African nations.
7. Make copies of material for each group to use.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Ways to Help Students Begin Using These Strategies</th>
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</thead>
<tbody>
<tr>
<td>Hypothesizing</td>
<td>Ask “what if” type of questions about the viewing and text</td>
</tr>
<tr>
<td>Generalizing</td>
<td>Help students form a generalization about specific details in the viewing/text</td>
</tr>
<tr>
<td>Comparing</td>
<td>Help students match similarities among items described in the viewing/reading matter</td>
</tr>
<tr>
<td>Organizing Ideas</td>
<td>Help students organizing details and ideas to show relationships such as part to whole, detail to generality, fact to opinion</td>
</tr>
<tr>
<td>Summarizing ideas</td>
<td>Help students combine big ideas to create a concise statement</td>
</tr>
<tr>
<td>Deciphering new words</td>
<td>Help students examining a new word in its context and using cues and clues to form meaning</td>
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</tbody>
</table>

8. Convey to students that this may be a hard topic for some students to discuss.
9. Be sure that students know which standards are being covered and bring closure to the lesson.

**The students will:**
1. View the DVD, *The Historic Journey, “Yes We Can,”* and participate in introductory activities.
2. View a PowerPoint presentation on the Triangular Slave Trade.
3. Complete a teacher created handout that goes with the video or have students read the Background Information.
4. Participate in a whole class discussion about the information.
5. Answer some of the key questions.
6. Ask questions about any words or terms they heard that they were not clear on.
7. Discuss the connections to conditions in the world today that remind them of early slave trading.
8. Use the computer or teacher materials to research other conditions of slavery and/or displacement that still impacts people today.

**DIRECTIONS:**
1. Remind students about the video *The Historic Journey, “Yes We Can”* and ask them to describe the images they remember about slaves on ships.
2. Pass out handouts on the teacher created PowerPoint that includes vocabulary words and key concepts from the PowerPoint or pass out the Background Information section of the lesson.
3. Show a PowerPoint presentation on the Triangular Slave Trade Route or have students read the Background Information.
4. Discuss the PowerPoint/Handout and begin asking some of the key questions listed above.
5. Share material about other places in the world where slavery or human trafficking has occurred.
6. Share that this material may not be easy to discuss, but ask students why it is an important topic.
7. Let students work in small groups to analyze the packets of materials of primary and secondary source data on slave trade or human trafficking that the teacher has prepared.
Jewish people, Palestinians, Africans from certain nations, Chinese examples and others.
10. Allow groups to report their findings.
11. As a whole class, discuss why systems of enslavement are tolerated?
12. Reflect on “What do the voices of enslaved people say to us today?”
13. End the lesson with a reminder about the standards the lesson connects to and a closing statements about why this is an important topic for discussion.
14. Remind students of some of their feedback and comments they have shared in the lesson today.
15. Ask students to ponder the following quotation by Fredrick Douglass and have a few react to what it means to them.

“I have observed this in my experience of slavery, that whenever my condition was improved, instead of increasing my contentment, it only increased my desire to be free, and set me to thinking of plans to gain my freedom. I have found that, to make a contented slave, it is necessary to make a thoughtless one.” – Frederick Douglas

FOLLOW-UP:
1. Have students report what they found in the materials they read or the information they found in their Internet search.

• NOTE: BE PREPARED FOR DISCUSSIONS BY OLDER STUDENTS ABOUT SEXUAL CONTENT.
• Students may find or know information about sex slave trafficking of adults, youth prostitution, young girls in other countries who are victimized, and warring counties who capture women and victimize them by raping them.
2. Have students discuss what they could do to impact any current problems they find.
3. In another lesson, let them take steps to implement an action project such as writing the President or state senators and representatives about their concerns.
4. Compare and contrast current events that relate to people being enslaved. Have students answer these questions:
   • How do the topics the students found compare or contrast to past enslavement issues?
     o How do we need to tackle the student dropout rate?
     o Have students discuss, “Is dropping out of school setting someone up to be controlled by others?”
     o Have students discuss how prison life can be compared to slave trading.
     o What are the similarities? What are the differences?

a Dutch slaver are purchased as indentured workers for the English settlement of Jamestown. These are the first Africans in the English North American colonies.
Have students discuss how borrowing debt and credit card debt have people trapped in a certain lifestyle.

How does a lack of education contribute to the problem of debt?

What happens when people do not have money to meet their needs?

**ASSESSMENT:**

- A Multiple Choice Assessment can be found at: http://www.lessons.nips.com/docs/pdf/transatlantic.slavetrade.pdf
- Have students answer the Key Questions as a “Think Aloud” activity.

**STUDENT REFLECTION AND DEBRIEFING QUESTIONS:**

**Students will answer the following questions:**

1. What was the main point of the lesson?
2. What did I learn that was new information?
3. What happens when economic systems keep people enslaved?
4. Is this topic relevant to us today? Why or why not?
5. What will I do differently because of what I learned from this lesson?

**TEACHER REFLECTION:**

1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. The students began to own, voice and clarify their understandings and beliefs about this topic.

5. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic.
6. I made sure that I heard from all students during the course of the lesson.

**RESOURCES:**

The following Websites give additional information about the slave trade to the Americas:

http://slavevoyages.org/tast/index.faces

http://slavevoyages.org/tast/education/lesson-plans.faces

http://inquiryunlimited.org/timelines/histSpPortAf.html

http://www.learner.org/courses/amerhistory/pdf/AtlanticSlaveTrade_LOne.pdf
MATH AND GEOGRAPHY ACTIVITY: CALCULATE MILEAGE

Distribute maps of the world to students and allow them to indicate the triangular slave trade routes.

- Have students label the continents and oceans.
- Let them compare the size of land mass of all of the continents.
- There are several maps that project the continents in different configurations. The lesson below provides a good reference.
- Have students calculate the legs of the triangular routes from:
  - West Africa to Brazil
  - Brazil to South Carolina
  - South Carolina to England
- Let students total their mileage.
- Let them convert their mileage for each leg of the voyage to kilometers.
- Ask if there is a difference between miles, kilometers and nautical miles?
- Let students record the amount of time each part of the trip took.
- Compare that to the length of time a ship can travel the same distance today.
- Use the Background Information and other Internet resources to help find answers for this project.

RESOURCES:
How Big Is Africa? Curriculum Guide
http://www.bu.edu/africa/outreach/materials/handouts/howbig.html
Google Maps Distance Calculators
http://www.daftlogic.com/projects-google-maps-distance-calculator.htm

MATH ACTIVITY 2: CREATE MATH PROBLEMS

Let students use information discussed in the Background Information to compare and contrast any references to numbers.
- Let students read through the Background Information and find any references to mathematical terms, numbers or facts.
- The article states that about 12 million Africans were brought from their homelands. 20% lost their lives.
- How many did not make it to the shores of America?
- Decide what data display could best show this information. Create a picture of this information using a pie chart or other display.
- Let the students generate other mathematical problems they would like to know about the number of people involved in the slave trade business, the amount of money generated, the cost of goods and the price placed on an enslaved Africans life.
- Compare the cost of merchandise during the early Colonial Era to the cost of comparable things today.
- Have students share their findings with classmates by creating math story problems about that time period and exchange story problems for others to solve based on their information.
- Have students share their findings with classmates by creating math story problems about that time period and exchange story problems for others to solve based on their information.
- Use bar graphs, line graphs, circle graphs, and stem-and-leaf plots to create charts that display information student's research.
- Have students make connections by discussing how algebra and geometry connect to the problems they want others to solve.

RESOURCES:
Colonial Williamsburg: How Much Is That In Today’s Money?
http://www.history.org/foundation/journal/summer02/money2.cfm
Economic History Association: Slavery In the United States
http://eh.net/encyclopedia/article/wahl.slavery.us
The In Motion the African American Experience Migration Experience: The Transatlantic Slave Trade
http://www.inmotionaame.org/migrations/landing.cfm?migration=1

LANGUAGE ARTS ACTIVITY: EXPLORE INFORMATION ABOUT THE AFRICAN CULTURE

According to many scholars, prior to the European slave trade, West Africa had a common culture.
Research the cultures in western countries in Africa just prior to the start of the slave trade. Examine the political, social, religious, and educational structure in several countries, cities and or villages in western Africa.

Write a brief report describing the culture in western Africa prior to slavery. Among other topics, include answers to the following ideas:

- Are there other groups of people who you can observe who share a common culture?
- What are some of the characteristics that help develop a common culture in a group of people?
- Give reasons to support your answer as to why you think they have a common culture.

**LANGUAGE ARTS ACTIVITY:**
**MAKE DIARY ENTRIES – POINT OF VIEW**
After tracing the Triangular Trade Routes, focus on the Middle Passage and write three (3) diary entries each from the points of view of the following people who participated in the slave trade:
- The ship’s captain,
- A sailor working on the ship,
- A slave trader,
- An enslaved person,
- A dock worker watching slaves arriving off the ships,
- A “free” African American watching slaves being brought into the United States or arriving on plantations.

**LANGUAGE ARTS ACTIVITY:**
**POETRY: THE ARTS SPEAK (SEE THE ACTIVITY WORKSHEET)**
The students will:
1. Use the three Langston Hughes poems, one at a time, to explore and imagine the artist’s thoughts, feelings and the reality being addressed.
2. Have students answer in silence or they can brainstorm their replies in small groups.
3. Answer: What character qualities come to mind about the artist?
4. Answer: What was the artist’s emotional awareness? How do you think the artist felt about what he wrote?
5. Allow students to write a journal entry — “How this Poem Speaks to Me.”

**LANGUAGE ARTS ACTIVITY:**
**A. REFLECT ON WHAT DO PROVERBS TELL ME?**
Proverbs have many uses. Some of them include:
1. They may express eternal truth; a warning against foolish acts or a guide to good conduct;
2. They have many layers or meaning as they make people think.
3. At times proverbs reveal power within ones’ mind-memory ability, verbal skills, entertainment and wittiness.
4. Reading proverbs and using them to reflect, gives people insight into feelings, thinking and behavior.
5. Proverbs and wise sayings are important aspects of the African cultural and heritage. They help increase human understanding.

**B. CREATE A, “WHO AM I?” PAGE USING CHARACTER TRAITS AND PROVERBS.**
1. Have students pick a proverb that speaks to them.
2. Choose one from the list below or one that students may, quietly, find on their own.
3. Have students write in their journals.
4. At the top of the page have students write this question: “Who Am I?”
5. Allow students to list three character traits that they or others admire about themselves and that they want to be known for having.
6. Have students draw a picture of themselves.
7. Add a proverb from the list below or one that students choose that also speaks about their character.

**C. WHO DO I WANT TO BE?**
Allow students to write about character traits they want to be known for 20 years from now. List three proverbs, listed or discovered, that will help tell others about you. Students should choose a title similar to this: “Who I Want to be Known for/by/as in 20 Years.”
1. We are, therefore, I am. And, I am, therefore, we are.
2. It is one’s deeds that are counted, not ones years.
3. The warrior fights with courage, not with excessive anger.
4. Love exceeds reward.
5. You send a wise person on an important mission, not a long-legged person.
6. Wisdom outweighs strength.
7. If you see wrong-doing or evil and say nothing you become its victim.
8. If you poison another, some of the poison gets into your own mouth.

Kofi Asare Opoku, (1975) SPEAK TO THE WINDS. Lothrop, Lee & Shepard Company
THE HISTORIC JOURNEY: “YES WE CAN”

DIRECTIONS:
USE THE THREE POEMS

• Think, speak, write.
• Think about what Langston Hughes was trying to say. What thoughts and feelings do you think he had.
• Work with a small group of classmates and discuss the emotions these poems made you have.
• Then write: “How does this poem speak to me?” Share your thought below and add this sheet to your journal.

DISCUSS THESE PROVERBS WITH A CLASSMATE.
Proverbs To Remember:
• If you see wrong-doing and say nothing, you become its victim.
• If you poison another, some of the poison gets into your own mouth.

AFRAID
We cry among the skyscrapers
As our ancestors
Cried among the palms in Africa
Because we are alone,
It is night,
And we're afraid.

LAMENT FOR DARK PEOPLES
I was a red man one time,
But the white men came.
I was a black man, too,
But the white men came.
They drove me out of the forest.
They took me away from the jungles.
I lost my trees.
I lost my silver moons.
Now they've caged me
In the circus of civilization.
Now I herd with the many —
Caged in the circus of civilization.

EPILOGUE
I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.
Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen;"
Then.
Besides,
They'll see how beautiful I am
And be ashamed -- I too, am America.