Title of Unit: Transatlantic Slave Trade (Triangle Trade-Middle Passage)

Period of History: 1600-1800s

Grade Level: 8th

Subject Focus: Social Studies

Theme of Unit: There are multiple elements and perspectives of the Transatlantic Slave Trade and the Middle Passage. Who are the key players, what are the reasons for Africans to be used for as slave labor, when is the events of the Transatlantic Slave Trade occurring, where are slaves being sent to and why, and how does the Transatlantic Slave Trade impact the world.

Goal: Students will understand the separate elements that led to the Transatlantic Slave Trade and evolution of the Middle Passage.

Infusion Point: Bartholome de las Casas request to save Native Americans by bringing in Africans into the Americas as a labor force. The resistance of African Queen Nzinga to the Transatlantic Slave Trade.

Sunshine State Standards:
SS.8.A.1.2  SS.8.A.1.6  SS.8.A.2.4  SS.8.A.6.2.3  SS.8.B.1.2

Benchmarks:
SS.8.A.1.2

Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.8.A.1.6

Compare interpretations of key events and issues throughout American History.

SS.8.A.2.4

Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

SS.8.A.4.11

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

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

Objectives:
1. Students will use biographies, the internet, and other print/media to research the Transatlantic Slave Trade.
2. Students will understand the separate and different elements of the Transatlantic Slave Trade.
3. Students will learn about resistance to the Transatlantic Slave Trade.
4. Students will relate what they have learned through an oral presentation, written report, or craft/project.

Cultural Concept/Information

Bartolome de las Casas

Bartolomé de las Casas was born in Sevilla Spain in 1484 to a farming and merchant family. On March 31, 1493, at the age of nine, he witnessed Columbus’ parade through Seville following his maiden voyage to the Americas. On Palm Sunday, in the midst of the celebration of Holy Week festivities, seven Taino Indians were passed through the streets along with brilliant red and green parrots and masks intricately made with tiny shells, and beautiful artifacts of beaten gold plates. During the next five years, with his father away, Bartolomé studied Latin and his letters, perhaps at the cathedral school in Seville of the famous latinist and grammarian Antonio de Nebrija. When his father returned in 1498 with newfound wealth, Bartolomé told him he wanted to be a priest, whereupon the elder Las Casas sent his son to the best college in Spain at the time, Salamanca, to study canon law in preparation for the priesthood. Before finishing his initial studies, at the age of eighteen, Bartolomé embarked on his first trip to the Americas, traveling to the Island of Hispaniola. Bartolomé observed the tragic massacre of a large group of Indian leaders on the island. The young Las Casas deplored all the killings and was horrified by what he witnessed of these atrocities. His famous speech on behalf of the Indians. Along with his Dominican confreres he denounced as a mortal sin the encomienda system of forced labor. It took Las Casas several more years and additional witnessing of the abuses and atrocities of the conquest to have the first of what scholars call his two great conversions. On Pentecost of 1514, he renounced his ownership of Indians and the inter-island provisions business. He then started to preach his own provocative sermons against the wrongs of the conquest, particularly the encomienda system. Las Casas later wrote that the blinders fell from his eyes and he saw that everything the Spaniards had done in the Indies from the beginning – all the brutal exploitation and decimation of innocent Indians, with no heed for their welfare or their conversion – was not only completely wrong, but also mortal sin. By the year 1516, Las Casas began to
advocate for the importation of African slaves to compensate for the decreasing Indians population. Though this might be surprising, it must be remembered that Las Casas was concerned with alleviating the tremendous pressure on the Indians, whose population was rapidly declining. Las Casas understood if alternate laborers were not brought in, the Indians would soon be wiped out. He could not have known the generational affects this would have on the imported Africans. His appeal was simply to supplement the exhausted Indians with additional laborers. Yet, African slavery proved to be much more lucrative than the encomienda had ever been and subsequently exploded in the Americas. No matter how many Africans died while working the plantations, ships packed with new slaves for sale continually arrived from the west coast of Africa.

Queen Nzinga

When Portuguese slave traders first encountered the Mbundu in modern-day Angola, they couldn’t have anticipated resistance from Queen Nzinga, an outstanding stateswoman who belongs to a fascinating history of African women warriors. When its influence in the transatlantic slave trade was threatened by England and France, Portugal, in the 16th century decided to shift its slave-trading activities and ventured deeper into the Congo and South West Africa. It was here that they encountered the Mbundu people whose land they would later call Angola, a derivative of the title of their ruler (Ngola). Part of Nzinga’s influence derived from her close observation of her father when he governed the kingdom. Even more ironic is the fact that her brother, Ngola Mbandi, heir to the throne, should have performed the eventual defiant and military role that she played. Her position as leader would be secured after her brother committed suicide following his failure to attain a peace treaty with the Portuguese. Born around 1582 or 1583, the brilliant and courageous Queen Nzinga was determined not to submit to Portuguese rule and resisted the colonialists until her death at age 80 (or 81) on December 17, 1663. Even after she converted to Christianity, mainly to establish links with the Portuguese governor and achieve a peace treaty, the governor remained uncooperative, forcing her to take more decisive and potent action. Now with a new Christian name, Dona Anna de Souza, the queen formed an alliance with the Jaga people, married the Jaga chief and collaborated with them in mobilizing an army. Her alliance with the Jaga came to an end after the chief attacked the Kingdom of Matamba, which Nzinga and the Mbundu had initially conquered and occupied. The queen found new alliance with the Dutch who were increasingly making inroads into Portugal's share of the slave trade, thus putting both nations at loggerhead. However, the Portuguese would rout the Dutch and, for security reasons, Nzinga retreated to the hills of Matamba where she established a formidable resistance army against the Portuguese. Her skills as a military strategist would soon be apparent in the guerilla tactics she used to fight the more technologically advanced Portuguese army. In her 60s she still undertook the task of leading her warriors herself. Queen Nzinga refused to surrender to the Portuguese until her death in 1663.
Timeline

A chronology of the career of Bartolome de las Casas

- Born 1474
- 1474 born in Seville
- 1498 sailed with Columbus on his third voyage
- 1502 settled in Hispaniola
- 1510 ordained a priest
- 1511 called for the importation of African slaves for the heavy work since he believed Indians couldn't do it.
- 1512 Participated in conquest of Cuba. Received sizable encomienda (this will be explained soon).
- 1514 renounced encomienda. Preached against this system
- 1515 went to Spain to campaign against harsh treatment of Indians
- 1516 Hispaniola--official protector of the Indians
- 1517-20 Spain. Negotiated land in Venezuela for an experiment in evangelization
- 1520-22 Venezuela. Experiment failed!
- 1522-36 1522 Entered Dominicans
- 1527 Began his famous History.
- 1536-38 Guatemala. Successes with Indians
- 1538 Mexico
- 1539 back to Spain
- 1540-44 Spain.
- 1543 Bishop of Chiapas
- 1545 Chiapas
- 1547-65 Spain.
- 1566 Died in Madrid.
Technological resources:

http://www.pbs.org/wgbh/aia/part1/1p277.html

http://www.ushistory.org/us/6b.asp

https://www.awesomestories.com/asset/view/Amazing-Grace-Horrors-of-the-Middle-Passage-

http://www.recoveredhistories.org/storiesmiddle.php

https://www.archives.gov/education/lessons/amistad/

http://www.history.com/topics/amistad-case

http://www.blackpast.org/gah/queen-nzinga-1583-1663

http://www.lascasas.org/manissues.htm

http://www.philip-effiong.com/Queen-Nzinga.pdf

http://www.plymouth.gov.uk/advocating_abolition_timeline_transatlantic_slave_trade.pdf

DEFINITION OF KEY TERMS

- Transatlantic Slave Trade -
- encomienda system -

Day 1

Subject: Social Studies  Title: Bartolome de las Casas: Hero or Villain?

Grade: 8th  Time required: 1 hour

Benchmarks: Social Studies Sunshine State Standards
SS.8.A.1.2  SS.8.A.1.6  SS.8.A.2.4  SS.8.A.6.2.3  SS.8.B.1.2

Key Terminology: encomienda system, transatlantic slave trade
Objectives:
1. Students will identify who Bartolome de las Casas was and his impact on the Transatlantic Slave Trade.
2. Students will debate the different perspectives of Bartolome de las Casas through Socratic Method.

Prelesson:
Students will be asked what they know about the Transatlantic Slave Trade. Students will be asked to think of specific persons who may have been involved with the Transatlantic Slave Trade.

Lesson:
A short PPT on Bartolome de las Casas will be presented to the students. (10 minutes) Students will then be given a set of readings about de las Casas. Reading one, contains information about de las Casas and his involvement in advocating for the end of the encomienda system. Reading two, contains information about de las Casas and his recommendation for the use of Africans as a labor force. (15 minutes) Once students have read and discussed their points, they will pair off with someone from the other reading and “argue” de las Casas true opinions. (15 minutes)

Post Lesson:
Students will create a political cartoon which expresses their perspective of Bartolome de las Casas.

Materials Needed:
PPT of de las Casas
Readings about de las Casas
Timer

Assessment:
Student’s understanding will be shown through the creation of a political cartoon about Bartolome de las Casas.

ESOL Strategies:
1. Use authentic materials
2. Provide a language and literature rich environment
3. Read aloud to students
4. Introduce vocabulary through pictures
5. Use chunks of language in meaningful and appropriate context
6. Allow sufficient wait time
7. Engage students in questioning techniques
8. Ask open-ended questions
**ESE Strategies:**
1. Reduce quantity of work
2. Provide opportunities to orally complete assignments
3. Emphasize content rather than spelling in written communications
4. Use small group/individual instruction
5. Adapt reading levels
6. Use highlighted or altered materials
7. Allow sufficient wait time

**References:**
http://www.lascasas.org/manissues.htm

**Day 2**

**Subject:** Social Studies  
**Title:** Resistance is not futile.

**Grade:** 8th  
**Time required:** 1 hour

**Benchmarks:** Social Studies Sunshine State Standards
SS.8.A.1.2  SS.8.A.1.6  SS.8.A.2.4  SS.8.A.6.2.3  SS.8.B.1.2

**Key Terminology:**

**Objectives:**
1. Students will analyze primary source documents about Queen Nzinga.
2. Students will learn of the resistance of Queen Nzinga and her unwillingness to engage in the Transatlantic Slave Trade.

**Prelesson:**
Students will be asked why was the Transatlantic Slave Trade was successful in capturing Africans as a labor force.

**Lesson:**
Students will discuss why they believe the Transatlantic Slave Trade was successful and why. An introduction to Queen Nzinga and her resistance to European push for slaves from the interior of the African continent. (25 minutes)
Students will create a “What if?” scenario using Queen Nzinga’s resistance to the Transatlantic Slave Trade and how things might be different if other African leaders had resisted. (25 minutes)

**Post Lesson:**
Students will refine their “What if?” scenario.
**Materials Needed:**
Readings on Queen Nzinga

**Assessment:**
Writing the “What if?” scenario.

**ESOL Strategies:**
1. Keep learning logs
2. Teach vocabulary contextually
3. Use synonyms and antonyms
4. Activate prior knowledge before learning
5. Keep a word wall in the classroom
6. Use interactive strategies during reading

**ESE Strategies:**
1. Allow extra time to complete assignments
2. Provide opportunities to orally complete assignments
3. Emphasize content rather than spelling in written communications
4. Use assistive technology
5. Repeat instruction of content
6. Group similar items
7. Adapt reading levels

**References:**
http://www.blackpast.org/gah/queen-nzinga-1583-1663

http://www.philip-effiong.com/Queen-Nzinga.pdf
Day 3

Subject: Social Studies  
Title: Stuck in the Middle Passage

Grade: 8th  
Time required: 1 hour

Benchmarks: Social Studies Sunshine State Standards
SS.8.A.1.2  SS.8.A.1.6  SS.8.A.2.4  SS.8.A.6.2.3  SS.8.B.1.2

Key Terminology:

Objectives:
1. Students will analyze the track of the Middle Passage
2. Students will compare the movement of Africans to the Americas

Prelesson:
Students will be asked to estimate the number of Africans they believe would have been transported across the Atlantic in the Transatlantic Slave Trade. Students will be asked to consider where they believe most of the Africans would have been sent to.

Lesson:
Students will view the website http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html and observe the Transatlantic Slave Trade. (2 minutes) Students will discuss and confirm their prelesson estimates and predictions with the actual data from the 2 minute interactive map. (10 minutes) Students will then be given one of four websites and asked to read through the website and summarize what information they have gained. (20 minutes) Students will then form groups of four, one students for the different websites they will then compare notes and determine the “true” nature of the Middle Passage. (25 minutes)

Post Lesson:
Students will edit their personal summary and incorporate additional details a member of the group provided.

Materials Needed:
Computers/Tablets
Paper/Pencil

Assessment:
Students will write a summary of the Transatlantic Slave Trade based on the data gathered from the interactive slave trade map.
ESOL Strategies:
1. Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible
2. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time
3. Use visuals such as pictures, overhead projections, videos, magazines, or internet
4. Allow sufficient wait time
5. Engage students in questioning techniques

ESE Strategies:
1. Reduce quantity of work
2. Allow extra time to complete assignments
3. Use contracts
4. Provide a model
5. Use visual/auditory aids
6. Repeat instruction of content
7. Simplify complex directions by giving them one at a time

References: