African Slave Trade: Student Analysis of Digital Primary Sources

Topic:
- African Slave Trade in Colonial America

Recommended Grade Level:
- Grade 5

Lesson Overview:
- The purpose of this lesson is to provide students an opportunity to explore and analyze the African Slave Trade in Colonial America utilizing digital primary source images. Students will use a Student Analysis Guide to evaluate several different digital primary sources. As an assessment, students will write a reflective essay by making connections between their prior knowledge and newly acquired knowledge as well as the relevant primary source image.

Objective:
- Students will use a Student Analysis Guide in order to observe, analyze, discuss and write about various digital primary source images which depict the African Slave Trade in Colonial America.
5th Grade Michigan Social Studies Content Expectations:

**Era:** U2 USHG ERA 2 – Colonization and Settlement (1585-1763)

**U2.2** European Slave Trade and Slavery in Colonial America

*(Analyze the development of the slave system in the Americas and its impact upon the life of Africans.)*

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

5th Grade Common Core State Standards:

**3-H3.0.1:** Identify questions historians ask in examining the past

(e.g., What happened? When did it happen? Who was involved? How and why did it happen?).

Time Required:

- Initially, two to three 40 to 60 minutes periods per digital primary source image.
- As students become adept at this process and more independent in their thinking, adjust the timeframe as needed.
Preparation:

Prior Knowledge-

- Using non-primary sources, prepare students with a working knowledge of the American Colonial time period including the Triangular Trade Route, Middle Passage and the American Colonial Slave Trade with regard to purchasing, transporting and selling of Africans as slaves.

1. The Student Evaluation Page will be used as thinking guide for each of the primary source images provided. In addition, the Student Investigation Guide will be used as the structural format for each lesson.

2. Several images are provided and address different aspects of the African slave trade in Colonial America.

3. The initial lessons are to be heavily guided by the teacher. The teacher will take students through each section and guide the discussion, thinking and writing process.

4. As students become adept at utilizing the investigative thinking and writing process as well as working with a partner and sharing with the large group, the teacher will allow students to become self-directed in this process.

Materials-

- Classroom textbooks, trade books, maps, etc.
- Student Analysis Guide. See below.
- One digital primary source image per lesson per student. See appendices A – L.
- One Writing Assessment Essay Rubric per student. See below.
- One Writing Assessment Essay Page per student. See below.
Instruction Notes-

- Initial lessons should be directly taught and modeled by the teacher.
- As lessons progress over time, allow students the opportunity to process through this thinking experience in an independent fashion.
  - Direct Instruction and Modeling
  - Guided Practice
  - Student Directed Learning

- At the end of the Student Analysis Guide, give students the identifying information with regard to the image and discuss student thinking.
- Utilize a Think-Pair-Share format.
- Provide students the Writing Assessment Rubric with the Writing Assessment Page.

Extension Activities:

- Compare and contrast two or more images.
- Students research their own images to analyze.
**Student Analysis Guide**

Name __________________ # ______
Date ___________________________

**Observe:** Silently, look at the primary source image. Look the entire image first. After you have studied the whole image, fold your paper into 4ths and look at each section. Make notes about your observations on the line provided.

A. What do you notice first?

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. Find something small, but interesting and describe it?

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. What do you notice, but didn't expect to see?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
D. What do you notice, but can’t explain?

_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
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2. Share and discuss your observations with your partner? Write your thinking on the lines below.

A. What do you notice now that you didn’t earlier?

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_________________________________________________________________________________________________
_________________________________________________________________________________________________
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B. Choose an idea from(s) your notes to share with the class? **Circle** this idea(s) in your notes.

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_________________________________________________________________________________________________
Reflect: Answer questions 1-7 on your own. Write your thoughts down and then share your thinking with your partner. Write down any new and/or additional ideas that you have as you discuss with your partner.

1. Where do you think this source came from?

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2. Why do you think somebody made this item?

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3. What do you think was happening when this source was made?

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4. Who do you think was the audience for this item?

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5. What tool and/or technology were used to create this item?
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6. Why do you think this source is important?
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7. If someone made this item today, what would be different?
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**Question:** With regard to this image, what do you wonder about? Write your personal wonderings in the **On Your Own** column and then discuss your wonderings with your partner and record your thinking in the **After Discussion with Your Partner** column.

<table>
<thead>
<tr>
<th>On Your Own</th>
<th>After Discussion with Your Partner</th>
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</thead>
<tbody>
<tr>
<td>Who?</td>
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<td>What?</td>
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<td>When?</td>
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<td>Where?</td>
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<td>Why?</td>
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<tr>
<td>How?</td>
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</tbody>
</table>

**Image Identification:**

___________________________________________________________________________________________________________
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## Writing Assessment Essay

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<thead>
<tr>
<th>Name ________________________ # ______</th>
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<tr>
<td>Date _________________________________</td>
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### Content Rubric

<table>
<thead>
<tr>
<th>4</th>
<th>Demonstrates clear understanding of the Triangular Trade Route including:</th>
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<tbody>
<tr>
<td>- The Triangular Trade Route</td>
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<tr>
<td>- The people and goods that were traded</td>
<td></td>
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<tr>
<td>- The Middle Passage</td>
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<tr>
<td>- Its impact on life in Africa</td>
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<td>Clearly addresses the questions that historians ask in examining the past including:</td>
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<td>- What happened?</td>
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<td>- When did it happen?</td>
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<td>- Who was involved?</td>
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<td>- How and why did it happen?</td>
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<th>3</th>
<th>Demonstrates moderate understanding of the Triangular Trade Route including:</th>
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<td>- The Triangular Trade Route</td>
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<td>- The people and goods that were traded</td>
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<td>- The Middle Passage</td>
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<td>- Its impact on life in Africa</td>
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<td>Somewhat addresses the questions that historians ask in examining the past including:</td>
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<td>- What happened?</td>
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<td>- When did it happen?</td>
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<tr>
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<th>2</th>
<th>Demonstrates partial understanding of the Triangular Trade Route including:</th>
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<td>- The Triangular Trade Route</td>
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<tr>
<td>- The Middle Passage</td>
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<tr>
<td>- Its impact on life in Africa</td>
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<td>Partially addresses the questions that historians ask in examining the past including:</td>
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<td>- What happened?</td>
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<td>- When did it happen?</td>
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<th>1</th>
<th>Demonstrates minimal understanding of the Triangular Trade Route including:</th>
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<td>- The Triangular Trade Route</td>
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<td>- How and why did it happen?</td>
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<th>0</th>
<th>Demonstrates no understanding of the Triangular Trade Route including:</th>
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<td>- The Triangular Trade Route</td>
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<tr>
<td>- Its impact on life in Africa</td>
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<tr>
<td>Does not address the questions that historians ask in examining the past including:</td>
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<td>- What happened?</td>
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<td>- When did it happen?</td>
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<tr>
<td>- How and why did it happen?</td>
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</tbody>
</table>
Writing Assessment Essay

Name ________________________ # ______

Date _________________________________

Topic: ________________________________________________________________

Primary Source: _______________________________________________________

Directions: Use the primary source image and your notes to write a reflection with regard to what you have learned.
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>World Map 1795</td>
</tr>
<tr>
<td>B</td>
<td>Two views of the Gold Coast of Africa: &quot;Prospect of the Coast from Elmina to Mowri&quot;, showing slaves being loaded on ship in foreground; &quot;Prospect of St. Georges Castle at Elmina&quot;</td>
</tr>
<tr>
<td>C</td>
<td>A Slave-dealer and his customer in Africa.</td>
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<tr>
<td>D</td>
<td>Captives in African village being sent into slavery.</td>
</tr>
<tr>
<td>E</td>
<td>Stowage of the British slave ship &quot;Brookes&quot; under the regulated slave trade act of 1788.</td>
</tr>
<tr>
<td>F</td>
<td>Print shows African men, women and many children. In the background, two British sailors.</td>
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<tr>
<td>G</td>
<td>Drawing shows slaves disembark a ship at a slave auction on the docks in Charleston, South Carolina.</td>
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<td>H</td>
<td>Slave pen, Alexandria, Va. Interior view of a slave pen, showing the doors of cells where the slaves were held before being sold.</td>
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<tr>
<td>I</td>
<td>Photograph of newspaper advertisement from the 1780s(?) for the sale of slaves at Ashley Ferry outside of Charleston, South Carolina.</td>
</tr>
<tr>
<td>J</td>
<td>An abolitionist print possibly engraved in 1830, but undocumented aside from the letterpress text which appears on an accompanying sheet.</td>
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<tr>
<td>K</td>
<td>Captured Africans were sold at auction as &quot;chattel,&quot; like inanimate property or animals. Many literate ex-slaves discussed the degradation and humiliation they felt when they were treated like &quot;cattle.&quot;</td>
</tr>
<tr>
<td>L</td>
<td>A slave father sold away from his family.</td>
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</tbody>
</table>
Appendix A:
Appendix B:
Appendix C:
Appendix D:

TIPO TUB'S FRESH CAPTIVES BEING SENT INTO BONDAGE—WITNESSED BY STANLEY.
Appendix E:
Appendix F:
Appendix I:

TO BE SOLD, on board the Ship Banne-Yland, 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.

N. B. Full one half of the above Negroes have had the SMALL-POX in their own country.
TO BE SOLD, on WEDNESDAY 31st AUGUST next
By Cowper & Telfairs,
A CARGO
Of 370 prime young, likely healthy
GUINEA SLAVES,
last imported, in the Bark Friends, William Rob Mather, directed from
Angola.
Savannah, July 25, 1774.
To be sold at Private Sale, any time before the 1st of
next month.

THE PLANTATION, containing one hundred acres, on which the
subscriber lives, very pleasantly situated on Savannah River in sight
of town. The terms of sale may be known by applying to
July 21, 1774
Richard Wyly.

WANTED,
An Overseer thoroughly qualified to undertake the settlement of
a River Swamp Plantation on the Alatamaha River. Any such
person, who can bring proper recommendations, may hear of great en-
couragement by applying to
Nathaniel Hall.

The subscriber being under an absolute necessity of closing his concerns without de-
day, gives this last public notice, that all persons indebted to him by hand,
note or otherwise, who do not discharge the same by the first day of October next,
will find their respective obligations, &c. in the hands of an Attorney to be paid for
without question. It is hoped those concerned will avail themselves of this notice.

Philip Bux

RUN AWAY, the 20th of May last from John Forbes, Esq.'s plantation in St.
John's Parish, two Negroes, named Billy and Quamina, of the
Guinea Country, and speak good English. Billy is luff and well made, about 5 feet
10 or 11 inches high, of a black complexion, has lost some of his upper teeth, and
had an whine he was wearing a white negro's cloth jacket and trousers of the same.
Quamina is stout and well made, about 5 feet 10 or 11 inches high, very black,
has his country marks on his face, had on when he went away a jacket, trousers, and
blanket, of white negro's cloth. Whoever takes up said Negroes, and deliver
them to me at the above plantation, or to the Warden of the Work-House in Savan
nah, shall receive a reward of £50. Besides what the law allows.

Davis Austin.
Appendix L:
<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
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</tr>
<tr>
<td>Appendix I</td>
<td>Photograph of newspaper advertisement from the 1780s(?) for the sale of slaves at Ashley Ferry outside of Charleston, South Carolina.</td>
<td>*To be sold, on board the ship Bance Island. .negroes, just arrived from the Windward &amp; Rice Coast. between 19. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA, Washington D.C. Web. 26 July 2012. &lt;&lt;!—</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@filed(NUMBER+@band(cph+3a52072))">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@filed(NUMBER+@band(cph+3a52072))</a></td>
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