

Unit 4: Exploration & the Atlantic Slave Trade

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 23 - 29**
Status: **Published**

UNIT RATIONALE

As the Age of Exploration got underway, discovery of the New World by Columbus would have rippling effects on both hemispheres. Now united by the Columbian Exchange, the Old World and New World swapped plants, animals, ideas, and even diseases. Given the rich natural resources and raw materials in the Americas, European powers like Spain, Portugal, England, and France raced to colonize the New World. Driven by power and profit, colonization would expose the horrors and inhumanity of the Atlantic Slave Trade. This unit will satisfy the Amistad Curriculum requirement by providing an in-depth study of slavery in the Americas, further enhanced by a class reading of Olaudah Equiano's autobiography *The Kidnapped Prince*.

SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
SOC.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

ESSENTIAL QUESTIONS

- 1) Why does profit often outweigh morality?
- 2) Should social norms forgive social injustice?
- 3) Can equality ever be achieved in a society that permits slavery?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

SAVED

New Jersey Core Curriculum - Grade 7 - Social Studies

6.1.8.C.1.a

Evaluate the impact of science, religion, and technology innovations on European exploration.

6.1.8.D.1.c

Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

6.1.8.B.2.b

Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

6.1.8.C.2.a

Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.8.C.2.b

Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.8.C.2.c

Analyze the impact of triangular trade on multiple nations and groups.

New Jersey Core Curriculum - Grade 9 - Social Studies

6.2.12.C.1.c

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.C.1.e

Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.1.a

Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

6.2.12.D.1.b

Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.D.1.c

Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
SOC.6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
SOC.6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
SOC.6.2.12.D.1.b	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
SOC.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
PFL.9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.1.8.IC.2

Describe issues of bias and accessibility in the design of existing technologies.

CS.6-8.8.2.8.ED.2

Identify the steps in the design process that could be used to solve a problem.

21st Century Standards

CAEP.9.2.8.B.6

Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

CAEP.9.2.8.B.7

Evaluate the impact of online activities and social media on employer decisions.

PRE-ASSESSMENTS

- 1) Class Q&A
- 2) Class Video: [The Columbian Exchange](#)
- 3) Class Video: [The Atlantic Slave Trade](#)
- 4) Interpreting a Graph: "Destination of Slaves, 1400-1800"

INSTRUCTIONAL PLAN

MODULE 1

AGE OF EXPLORATION & THE ATLANTIC SLAVE TRADE

Topics:

- 1) Improvements in Navigation
- 2) Reasons for Colonization
- 3) Mercantilism
- 4) Columbian Exchange
- 5) Cash Crops
- 6) Triangular Trade
- 7) Middle Passage
- 8) Slave Auction
- 9) Chattel Slavery
- 10) Plantation Life

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

- 1) Identify technological improvements in navigation
- 2) Asses reasons for colonization
- 3) Analyze mercantilism as an economic and social system
- 4) Evaluate the success criteria for mercantilism
- 5) Compare/Contrast the Old World & New World via the Columbian Exchange.
- 6) Describe the 3 stages of Triangular Trade
- 7) Evaluate the conditions along the Middle Passage
- 8) Identify the economic, social, and political factors leading to slavery in Africa
- 9) Examine the racist ideology that justified African slavery
- 10) Asses the conditions of plantation life for slaves

Student Learning Strategies

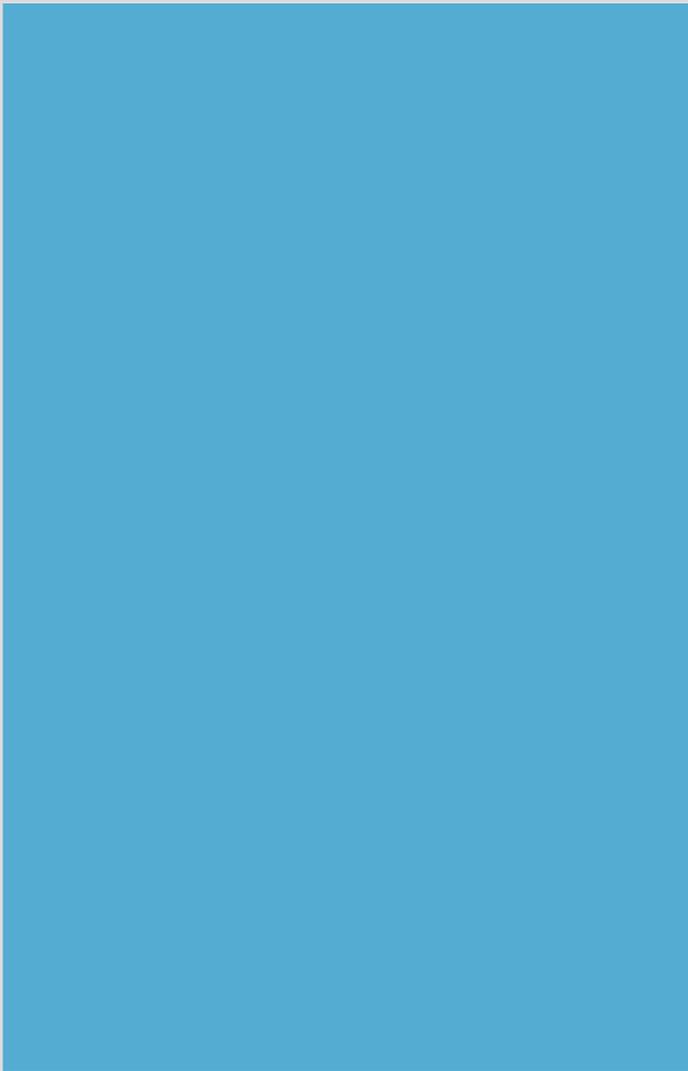
- Note Taking
- Reading Comprehension
- Map Analysis
- Charts/Graphs Interpretation
- Video Clip Discussions/Writing Prompts

Success Criteria

Students Will Be Able To:

- 1) Describe specific technological improvements in navigation
- 2) Explain key economic practices that promote colonization
- 3) Identify the success criteria for mercantilism
- 4) List specific plants, animals, diseases, etc swapped during the Columbian Exchange

	<p>5) Identify the major cash crops</p> <p>6) Describe each stage of the Triangular Trade</p> <p>7) Summarize the inhumane conditions along the Middle Passage</p> <p>8) Contrast slavery in Africa to slavery in the Americas</p> <p>9) Explain why slavery became directly linked to race</p> <p>10) Summarize the daily conditions for slaves on a southern plantation</p>
<p>Formative Assessment (drives instructional decisions)</p>	<p>1) Atlas Assignments</p> <p>2) CommonLits</p> <p>3) Class & Small Group Discussion/Q&A</p> <p>4) Reading Check Quizzes on <i>The Kidnapped Prince</i></p> <p>5) End of Unit Multiple Choice/Open-Ended Test</p>
<p>Activities and Resources</p>	<p>1) Graffiti Board</p> <p>2) Class/Small Group Discussion</p> <p>3) Atlas Activity</p> <ul style="list-style-type: none"> • "Destination of Slaves, 1400-1800" <p>4) CommonLit</p> <ul style="list-style-type: none"> • "From Africa to America" • "Life of a Slave on a Southern Plantation" <p>5) Reading Comprehension</p> <ul style="list-style-type: none"> • "Middle Passage" <p>6) Video Clip</p> <ul style="list-style-type: none"> • The Columbian Exchange • The Atlantic Slave Trade <p>7) Class Read - <i>The Kidnapped Prince</i></p>
<p>Suggested Modifications</p>	<div style="border: 1px solid black; padding: 10px;"> <p>Special Education/504 Students</p> <p>Chunking: The teacher presents information in a</p> </div>



way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

[Columbian-Exchange.jpg](#)

[Triangular_Trade.png](#)

[Columbian-Exchange2.jpg](#)

REFLECTIONS

The timing and placement of this unit coincided with our lessons for Black History Month. From the origins of the Atlantic Slave Trade to the apex of the Civil Rights Movement in the 1950s-1960s, this unit afforded students with various perspectives on the plight of African Americans. From the slave narrative of Olaudah Equiano to the tragic and senseless death of Emmett Till, students were able to draw from various perspectives on the struggle for freedom and equality. Differentiated instruction via note taking, reading comprehension, documentaries, presentations, and a class-wide read provided students with multiple opportunities to successfully apply their knowledge.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

Connections to ELA Standards

ELA.L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.W.AW.7.1.A	Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.7.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.