Updated: Unit 3 Amistad (7th Grade)

Content Area: **Social Studies**
Course(s):
Time Period: **MP3**
Length: **1 week**
Status: **Published**

Targeted Standards

6.2.8.HistoryCC.1.c	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.GeoPP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.GeoGI.4.a	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.HistoryCC.4.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

21st Century Skills: Career Readiness, Life Literacies & Key Skills

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g.,

	W.6.8).
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.8	Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

Essential Questions: Guiding Questions

- What is bias, and how can it influence the way people view and treat others?\
- What was life like for the Mende people of West Africa before and during the transatlantic slave trade?
- What events led to the Amistad rebellion, and why did the captives fight for their freedom?
- How did the people involved in the Amistad case have different perspectives about justice, freedom, and human rights?
- How did the Amistad trial challenge ideas about slavery, race, and equality in the United States?
- How did evidence and the legal system help determine the outcome of the Amistad case?
- How did the Mende captives and their supporters demonstrate courage and resistance against injustice?
- What lessons can the Amistad case teach us about recognizing and breaking bias today?
- How can understanding multiple perspectives help us better understand historical events?
- How can individuals and communities work to promote fairness, equality, and human rights?

Vocabulary

People

Joseph Cinqué (Sengbe Pieh)

The Mende Captives of the Amistad

Pedro Montes

José Ruiz

Captain Ramón Ferrer

John Quincy Adams

Roger Sherman Baldwin

Lewis Tappan

William S. Holabird

President Martin Van Buren

President John Tyler

Chief Justice Joseph Story

The United States Supreme Court Justices

Queen Isabella II of Spain

Abolitionists of the American Anti-Slavery Movement

Members of the U.S. Navy Crew Involved in the Amistad Case

Terms

Amistad

La Amistad Rebellion

Mende People

Sengbe Pieh (Joseph Cinqué)

Transatlantic Slave Trade

Middle Passage

Enslavement

Abolitionism

Abolitionist Movement

Freedom

Human Rights

Justice

Equality

Bias

Prejudice

Stereotypes

Discrimination

Perspective

Point of View

Historical Evidence

Primary Sources

Secondary Sources

Testimony

Trial

Events/Places

Key Events

- Transatlantic Slave Trade (1500s–1800s)
- Capture of the Mende People in West Africa (1839)
- Forced Transportation of Africans Across the Atlantic
- The Middle Passage
- Arrival of the Enslaved Africans in Cuba
- Illegal Sale of the Mende Captives in Cuba
- Boarding of the Spanish Slave Ship La Amistad (1839)
- The Amistad Rebellion (July 1839)
- The Mende Captives Taking Control of the Ship
- The Amistad Being Captured by the U.S. Navy
- The Arrest and Trial of the Amistad Captives
- The Connecticut Trial (1839–1840)
- The Debate Over Freedom, Slavery, and Human Rights
- The Supreme Court Case United States v. The Amistad (1841)
- John Quincy Adams' Defense Before the Supreme Court
- The Supreme Court Decision Granting Freedom to the Mende Captives (1841)
- Return of the Mende Survivors to West Africa (1842)
- Growth of the Abolitionist Movement in the United States

Key Places

Supreme Court

Legal System

Constitution

Due Process

Citizenship

Liberty

Resistance

Rebellion

Captivity

Kidnapping

Slave Ship

International Law

Treaty

Spain

United States Navy

Abolitionists

Anti-Slavery Movement

Moral Responsibility

Social Justice

Civil Rights

Advocacy

Empathy

Cultural Identity

Historical Context

- West Africa (Sierra Leone region)
- Mende Homeland
- Atlantic Ocean
- The Middle Passage
- Havana, Cuba
- The Port of Havana
- La Amistad Slave Ship
- Caribbean Sea
- Long Island Sound
- Connecticut
- New Haven, Connecticut
- United States District Court in Connecticut
- Supreme Court of the United States (Washington, D.C.)
- Washington, D.C.
- Sierra Leone, West Africa

Resources/Activities

https://drive.google.com/file/d/1I705ddof0hyMIdsin47UMV8VkWj11pX7/view