

Subject: History
Topic: TRANS-ATLANTIC SLAVE TRADE. THE ROLE OF BRITAIN.

Target: 4th year Liceo Linguistico
by Ferdinando Siringo

OBJECTIVES

CONCERNING LIFE SKILLS

Problem solving
Creative thinking
Teamwork skills

CONCERNING CORE SKILLS

Communicate in a foreign language at CALP level
Use subject's specialized terms

CONCERNING CONTENTS

Analyze the patterns of trade, colonization and the desire to access to resources between XVI and XIX century.

Explain the consequences of Trans-Atlantic slave trade on indigenous cultures and population

Explain the political and cultural evolution that determined the abolition of slavery.

CONCERNING LANGUAGE

Learners know how the past simple, the present perfect and the past perfect are used

Learners recognize passive form

Learners can use words and phrases to place events in time

Learners understand the use of relative pronouns

Learners can use linking words to explain cause and effect

Learners recognise the use of would for describing past habits

Learners understand and correctly spell specialized historical terms

Focus on language will make use of the same historical text learned in order to get the maximum integration possible between language and content learning.

This lesson plan partly follows the method called "Flipped classroom". Therefore learners are asked to autonomously research on the topic before the lesson.

The in-class time will be dedicated to exploring topic in greater depth and allow the students to participate, share and evaluate their learning.

TASKS TO BE COMPLETED AT HOME BEFORE THE LESSON

The teacher can use web appliances like Socialclassroom or Edmodo to interact with the students. The students are allowed to work in group.

1) Ask the students to make a Webquest on the Triangular Trade

For example:

Triangular Trade + Slavery Web Quest

Directions: Use the websites listed in the document to learn more about the triangular trade and the development of slavery in the Americas.

Go to:

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html#top

And answer the following questions

- 1. What was sent from the 13 Colonies to England?*
- 2. What was sent from England to the 13 colonies?*
- 3. What was sent from the 13 Colonies to Africa?*
- 4. What was sent from Africa to the West Indies?*

Sites to Use for Questions 5-8:

<http://www.answers.com/topic/triangular-trade>

<http://www.socialstudiesforkids.com/articles/ushistory/triangulartrade.htm>

<http://www.answers.com/topic/triangular-trade-pattern>

<http://www.understandingslavery.com/learningresources/results/?id=3603>

<http://www.enotes.com/history-fact-finder/economics-business/what-was-triangular-trade>

- 5. What was Triangular trade?*
- 6. What impact did the triangle trade have on each of the following? Explain.*
 - Europe:*
 - Colonies/Caribbean:*
 - Africa:*
- 7. What were the economic benefits of the triangle trade for the Europeans and the Colonists?*
- 8. In your opinion, who benefited the most from the triangle trade? How did this trade route lead to the establishment of slavery in the Americas?*

2) Give the students a copy of the film Amazing Grace (in Italian) to be seen at home the day before the lesson.

WARM UP ACTIVITIES

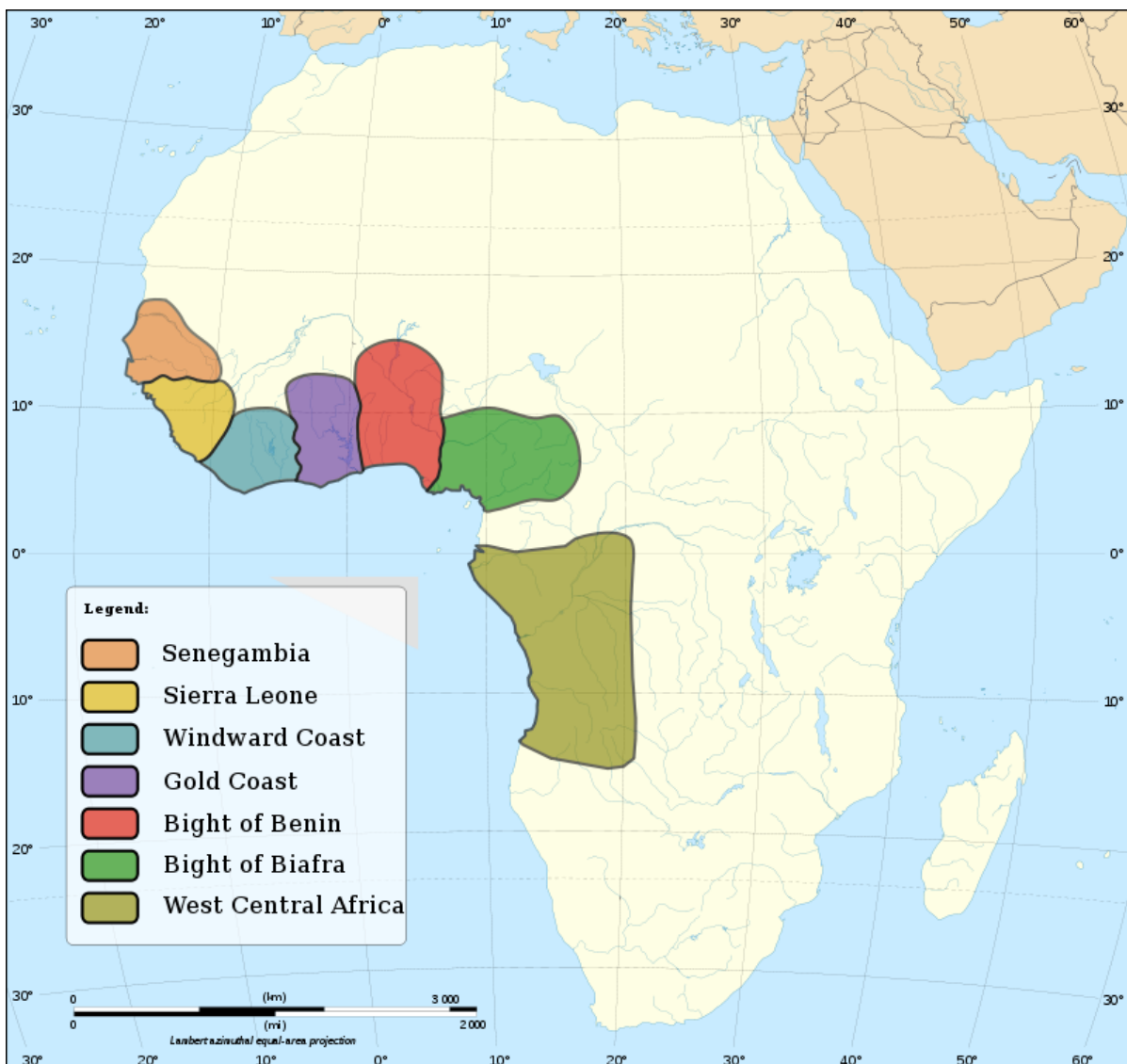
1) When in classroom, the teacher moderates a debate concerning the webquest and the film proposed during the preceding step.

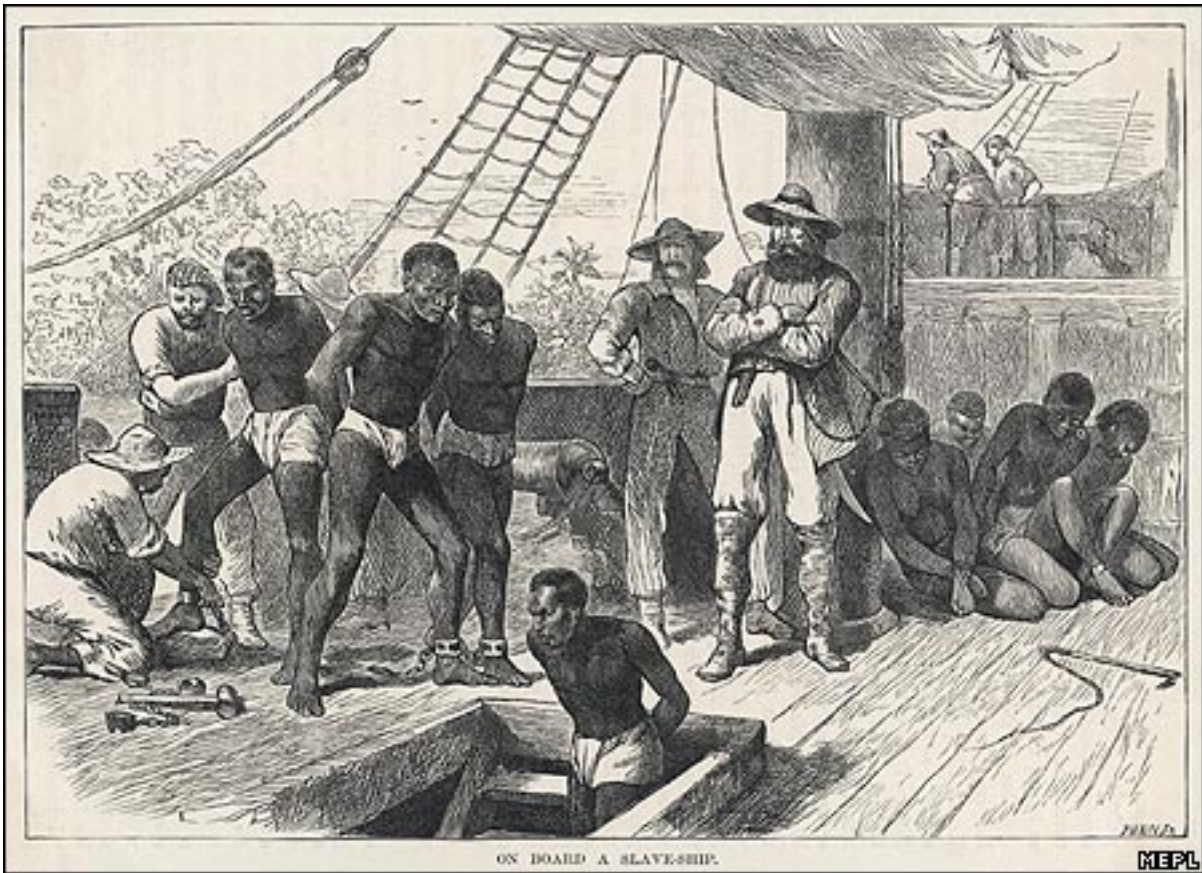
2) GUESSING THE LESSON. QUESTION POSING. FOCUS ON ACTIVATING

Project the following images. STUDENTS WORK IN PAIRS AND WRITE DOWN AT LEAST 5 QUESTIONS ABOUT THE TOPIC.

The question should begin with How?, What?, Who? Why? e.g.

- Who owned and transported the slaves?
- What region of the world is this map depicting?
- What do you think the shaded areas represent?
- How were slaves transported to the New World?
- Who helped capture the slaves?





Charlestown, July 24th, 1769.

TO BE SOLD,

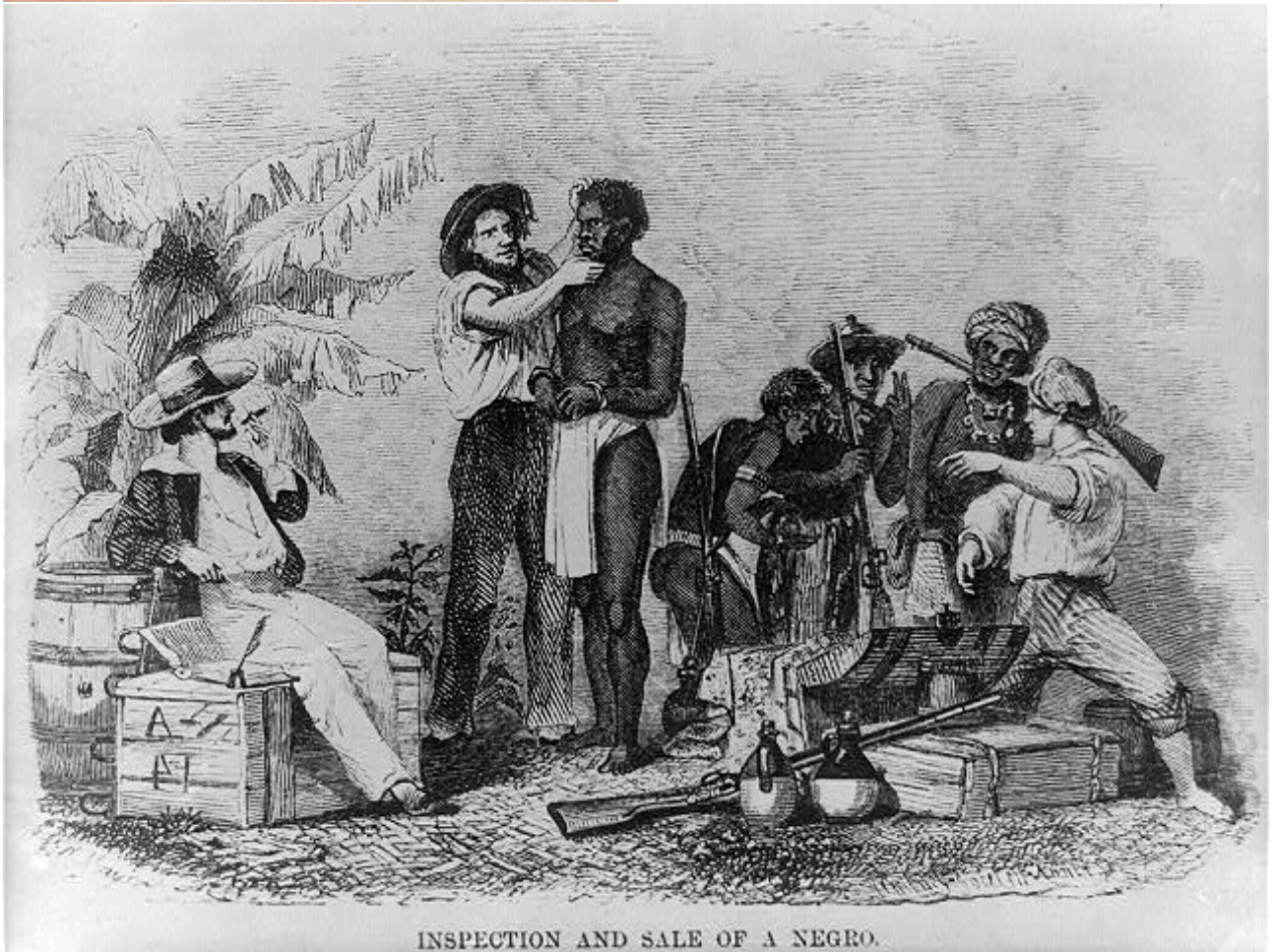
On THURSDAY the third Day
of August next,

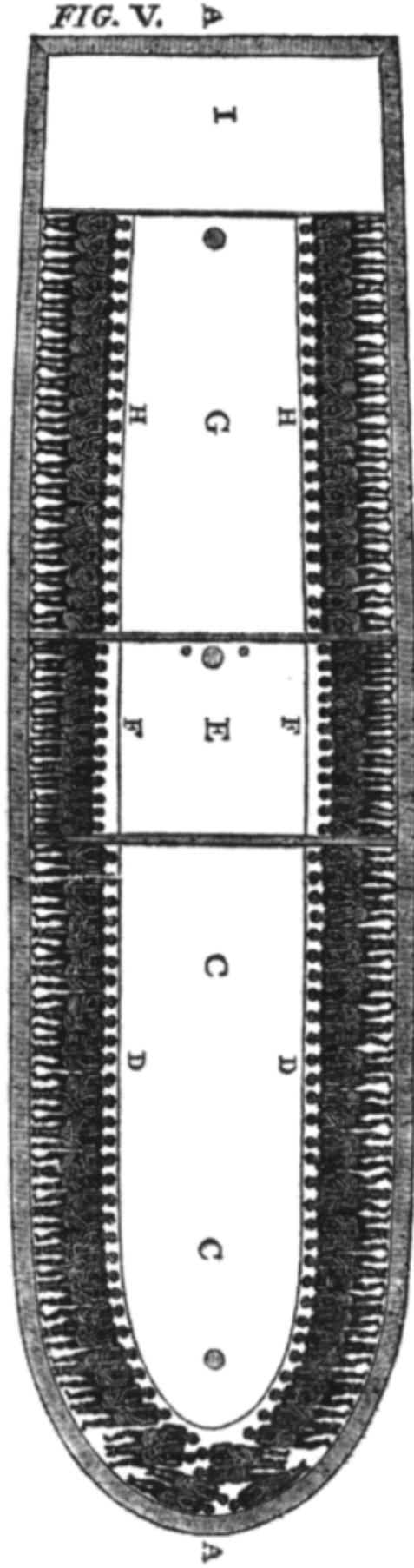
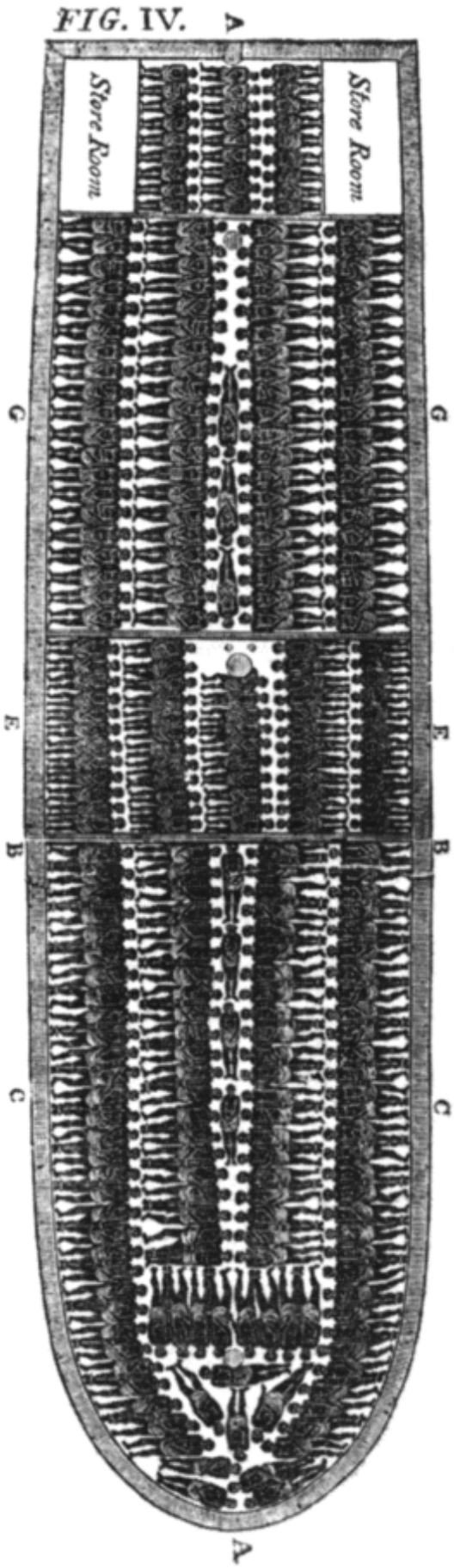
A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY

NEGROES,

CONSISTING OF
Thirty-nine MEN, Fifteen BOYS,
Twenty-four WOMEN, and
Sixteen GIRLS.

JUST ARRIVED,
In the Brigantine DEMBIA, *Francis Bare*, Master, from SIERRA-
LEON, by
DAVID & JOHN DEAS.







DIGO YO DON XAVIER MARIA DE AGUIRRE,
 vecino y del Comercio de esta Ciudad. Que he vendido à
M. Phelipe Fajun, Comero de Valparaiso de Saja un Negro
que responde por el nombre de Domingo
 Bozal de hedad al parecer como de 18 años, poco mas
 ó menos en precio de *quinientos veinte y cinco* por
 perteneciente à la Partida que en mayor numero se ha con-
 decido del puerto de Valparaiso en la *fragata la S*
Mercedes que llegó al Puerto del Callao el dia *4 del mes*
de Mayo y año *1794* bajo partida de Registro por cuenta
 y riesgo de *mi mismo y G.^{ra} entrármes*

de cuyo Numero tengo satisfechos todos los Reales Dere-
 chos, y es declaracion que dicho Negro lo he vendido
 bien registrado y escogido por parte de *D. Subdon de*
Laja à su satisfacion, con todas las tachas, defectos, vi-
 cios, y enfermedades ocultas y manifiestas que al presente
 tenga ó adquiera, y tenga en lo subcesivo, alma en boca,
 costal de huesos, à usanza de fesia, sin asegurarlo de
 achaque alguno, y dicho Comprador que lo ha hecho
 reconocer, se dà por contento y entregado de él y acepta
 la Venta en estos terminos, renunciando, como desde
 luego renuncia la accion de Redhibitoria, aunque de Dere-
 cho se requiera, excepto solo en los dos achaques de mal
 de Corazon y Goracoral, verificandose estos de la fecha en
 los sesenta dias, segun uso establecido; por que si despues
 de este termino le sobreviniere, y adoleciere de ellos, ha
 de ser por su Cuenta. En feè de lo qual le doy este
 Despacho, para que le sirba de bastante documento de
 propiedad en forma. Lima y *Junio 13 de 1794*

Xavier Maria de Aguirre

MAIN ACTIVITIES

Building a graphic organiser

1. Organising knowledge. FOCUS ON WRITING AND SPEAKING

Show to the students a map of the Triangular Trade.

Hand out 3 different empty graphic organisers.

The students in groups have to choose and fill in the graphic organiser.

Each group presents to the class the organiser chosen and filled.



2. Interactive Powerpoint FOCUS ON LISTENING, INTERACTING AND SPEAKING

The teacher shows a Powerpoint presentation giving further in-depth knowledge about the topic.

The teacher stops, when necessary, gives some input or answer to questions and asks to discuss the topic in pairs.

The teacher continues showing the following slides and again stopping from time to time until the end of the presentation.

2. Building a text FOCUS ON READING AND WRITING

PART 1

THE BRITISH SLAVE TRADE

Why did Britain get involved ?

a.Fill the gaps.

(beginning, practised, indeed, trade, scale, got involved, Portuguese, huge, more dominant, economic opportunity)

Slavery has existed since the _____ of time, almost all cultures, civilised or otherwise have _____ some form of slavery, _____ we continue to practise slavery in our own modern times. I think what's different about the African slave _____ is just the sheer scale of it, nothing has ever been done on that _____, either before that period or indeed after that period.

Britain _____ in the slave trade for three real reasons - money, land and power. Early on in the 1500s, the Spanish and the _____ had already begun trading in slaves. Not in a _____ way, but certainly significant. After the Spanish Armada of 1588 and the English became _____, England saw this as an _____ for advancement. They quickly established colonies as sugar plantations.

PART 2

Why African slaves ?

b.Reorder

- () European countries then tried to use Europeans
- () through a mixture of overwork and European disease
- () but they died out very quickly
- () the Spanish tried to use native Americans

c.Question posing. Pose a question for each answer given.

The Scots and the Irish crossed the Atlantic to work in the fields.	
Despair drove them to sign five year contracts to work for food, clothing and shelter. They would not be paid money during this time, this was called indentured servitude.	
The government was glad to see the back of the poor, they got rid of criminals by selling them to the plantation owners.	
The poor, the needy and the unwanted became the workforce.	
But they too tended to die out very quickly in the heat of the Caribbean.	

PART 3
A LEGAL FRAMEWORK FOR SLAVERY

d. Jigsaw reading

- Form 3 groups and give a different version of the text to each group. Each group has to guess how to complete the text given.
- Throughout the jigsaw process, circulate the room and observe the groups as they read and discuss.
- Provide key questions to help the groups, or weaker students, gather information to complete their text.
- After the allotted time, mix the students forming little groups composed by students having worked on different versions of the text. Every group is now made up of one student from each of the original groups A, B, C.
- The students discuss, compare and share their versions and rebuild the correct text.

Weaker students can be given a list with the words needed

A - VERBS

They _____ another and a cheaper form of labour. There _____ simply not enough indentured servants to meet the demands.

So somebody _____ the bright idea 'let's _____ black Africans'. Because they're infidels and therefore, in fact, it would be quite acceptable to _____ them. And the important aspect of that as well, the labour _____ free.

And Europeans _____ so much that Africans died out in the same sorts of ways because they could easily be _____

Africans were not _____ a five year work contract, they were given no choice and were fiercely _____ into chattel slavery. The word chattel means moveable property. We _____ livestock as moveable property.

Chattel slavery was sanctioned by the church, by the politicians, by the merchants, by academics, and by the general public who were in general ignorant, _____ about it, but all that was within the law.

British governed Caribbean islands _____ a slave code to _____ a legal framework for slavery. The code denied captives sold into slavery all human rights. Slave owners had the right to do anything they _____ to their captives, even _____ them.

B - NOUNS

They needed another and a cheaper form of _____. There were simply not enough indentured _____ to meet the demands.

So somebody had the bright idea 'let's get black _____'.

Because they're _____ and therefore, in fact, it would be quite acceptable to enslave them. And the important _____ of that as well, the labour would be free.

And _____ didn't care so much that Africans died out in the same sorts of ways because they could easily be replaced.

Africans were not offered a five year work _____, they were given no _____ and were fiercely forced into chattel _____. The word chattel means moveable _____. We consider livestock as moveable property.

Chattel slavery was sanctioned by the _____, by the _____, by the merchants, by academics, and by the general public who were in general ignorant, did not know about it, but all that was within the _____.

British governed Caribbean _____ drew up a slave code to provide a legal _____ for slavery. The _____ denied _____ sold into slavery all human _____. Slave _____ had the right to do anything they wanted to their captives, even kill them.

C - CHUNKS

They needed another and a cheaper _____. There were simply not enough indentured servants to _____.

So somebody had the _____ 'let's get black Africans'.

Because they're infidels and therefore, in fact, it _____ to enslave them. And the important aspect of that as well, the labour would be free.

And Europeans didn't care so much that Africans died out in the same _____ because they could easily be replaced.

Africans were not offered a five year _____, they were given _____ and were _____ into _____.

chattel slavery. The word chattel means moveable property. We consider livestock as moveable property.

Chattel slavery was sanctioned by the church, by the politicians, by the merchants, by academics, and by the _____ who were in general ignorant, did not know about it, but all that was _____.

_____ Caribbean islands drew up a _____ to provide a _____ for slavery. The code denied captives sold into slavery all _____. Slave owners _____ to do anything they wanted to their captives, _____.

complete TEXT

They needed another and a cheaper form of labour. There were simply not enough indentured servants to meet the demands.

So somebody had the bright idea 'let's get black Africans'. Because they're infidels and therefore, in fact, it would be quite acceptable to enslave them. And the important aspect of that as well, the labour would be free.

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Africans were not offered a five year work contract, they were given no choice and were fiercely forced into chattel slavery. The word chattel means moveable property. We consider livestock as moveable property.

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British governed Caribbean islands drew up a slave code to provide a legal framework for slavery. The code denied captives sold into slavery all human rights. Slave owners had the right to do anything they wanted to their captives, even kill them.

3. LANGUAGE DISCUSSION

FOCUS ON LANGUAGE

The teacher leads a Language focus discussion on the following points:

- 1) past simple vs. present perfect
- 2) past perfect
- 3) passive
- 4) word and phrases to place events in time
- 5) relative pronouns
- 6) linking words to explain cause and effect
- 7) comparatives
- 8) specialized terms
- 9) use of would

The language discussion would use the text that students have just built during the activities. Consequently students will deepen their comprehension and will integrate contents and language learning.

Suitable activities:

a) Build a rubric with academic vocabulary taken from the text **A LEGAL FRAMEWORK FOR SLAVERY** and find for each word the corresponding word in general vocabulary. Discuss with students.

b) Definition Bungo. Learners have to match definitions to the right words

c) Hot seat. Classical game that can be used for guessing grammar definitions, or for choosing between right and wrong expressions.

ASSESSMENT ACTIVITIES

A) Formal knowledge testing.

1) What is the Transatlantic Slave Trade?

The trading, primarily of _____, to the colonies of the _____ that occurred in and around the Atlantic Ocean. Slavery had existed for thousands of years, but this period saw the most widespread and systematic form.

2) Who participated in the transatlantic slave trade?

- _____
- France
- _____
- Spain
- Netherlands
- United States
- Brazil
- • _____

3) When did it occur?

4) *Fill in the gaps*

The _____ started enslaving Africans in the mid-1400's by bringing Africans back to Portugal.

The transatlantic slave trade (meaning "_____") began in _____, when the _____ brought the first slaves to the "New World."

Officially lasted until _____ when _____ was the last country to ban the trade.

For approximately 400 years Africans were enslaved and shipped across the Atlantic Ocean. Why did the trade begin?

Europeans began exploring and settling in "the New World" and they needed a _____ that:

- - could help _____
- - had experience with _____
- - were resistant to _____

The _____ was not resistant to European diseases and they died off quickly and in large numbers.

European indentured servants were used, but there were not enough to sustain the _____

5) What is the triangular trade?

A system of trade between _____, the _____, and _____.
Slaves from Africa were traded for _____ from the Americas. The raw materials from the Americas were brought to Europe to make _____.
Manufactured goods were brought from Europe to Africa to exchange for _____.

6) Where did the Slaves come from?

Slaves were initially sourced in _____ and the _____.
Later, the _____ much of the trade moved to _____ Africa. Europeans usually bought enslaved people who were _____ between African states.
There were also _____ who had made a business out of capturing other Africans and selling them. Sometimes Europeans organized their _____.

7) How many Africans were brought to the New World?

Many scholars believe that approximately _____ Africans were enslaved. These numbers are still hotly debated today, with some estimates as low as _____ people and some as high _____.
These numbers don't include the number of Africans who died before reaching the New World.

B) Making a visual. (formative assessment: reasoning, ordering, speaking etc.)

Ask each learner to make a visual on a poster (a drawing, a mind-map etc,) that explains a specific part of the topic: e.g. the triangular trade or the advantages of trading slaves, or the abolitionist movement...

Give each learner a checklist about content and language, Each learner has also to answer the questions of the checklist regarding his/her poster in order to self-evaluate it.

Each learners present his work to the class in a few minutes.

FOLLOW-UP ACTIVITIES

1) Webquest on William Wilberforce.

They'll have to discover the following pieces of information.

Who is William Wilberforce?

Where and when did he live?

Why is he a notable person?

What sorts of trials did he face?

Did he impact society? If so, how?

For whom did he work? In other words, what was his career?

What was his adult life like?

What religion did he practice?

How did he become this religion? What was the person's name who impacted him?

What other religious group did he pair with?

Outline some of the battles he faced with parliament.

How many years did he fight for what he believed in?

Did he ever see his dream come true? If so, explain.

Helpful sites

<http://www.spartacus.schoolnet.co.uk/REwilberforce.htm>

<http://www.brycchancarey.com/abolition/wilberforce.htm>

http://www.bbc.co.uk/history/historic_figures/wilberforce_william.shtml

http://www.bbc.co.uk/religion/religions/christianity/people/williamwilberforce_1.shtml



2) COMPARING KNOWLEDGES AND PLANNING A PRODUCT

The teacher divides students in groups, mixing stronger and weaker students. Each group would compare the webquest made by the students to further learning and would plan and build a presentation of the topic: it would be a powerpoint, a video, or a document or a presentation based on other visuals.