

Title: The African Slave Trade

Subject: World Geography/ Georgia Studies

Topic: Slavery & Africa

Grade: 7

School: Hahira Middle

Wiregrass History Consortium Unit Plan			
GPS Standard:	SS7H2 The student will explain the reasons for the African Independence Movement. SS7H1 The student will identify important African Empires.		
Concept:	When native populations were depleted by diseases brought by the colonizing Europeans, slaves were brought from Africa to work in the new world.		
Essential questions (2-5 questions) (What you want the students to know.)	<ul style="list-style-type: none"> *What was the triangular trade of slaves to America? *During what years was the slave trade most prevalent? * Which areas in Africa were most affected by the trade? * How do I find first-hand accounts from slaves taken from Africa? *Are there any primary documents that will assist my search on the slave trade? 		
Elements (What you want the students to understand.)	<ul style="list-style-type: none"> • The slave trade created devastation in Africa that had lasting effects. • Africa’s geographical regions were affected differently by the trade. • Portugal was the first European power to begin the slave trade. • Europeans viewed the slave trade as a “holy cause” and often named the slave ships benevolent names. • 		
Launch Activity (Hook)	Students will view a short (20 minute) video clip about the Atlantic slave trade and slave Olaudah Equiano. Students will hear a first-hand account of an African taken for the slave trade. www.gpb.org Video is titled: Slave Ship. View Part 1 http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=CF562AE1-9660-45AF-B11B-A8DF2C45D3F5		
Knowledge & Skills (People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Knowledge		Skills
	Students will locate major European countries and identify African regions colonized.		*Cut and paste into word documents *Use Microsoft Power point/ Microsoft Producer effectively.
Assessment Evidence: What evidence will show that students met the learning goal?			
Traditional Assessment (Quizzes, Test, Selected Responses)			
*Pre-test and post-test on history of West Africa			

<ul style="list-style-type: none"> * Trackstar lesson on the African Slave Trade * Mini-lessons on the Triangular Trade, European colonization, Pan Africanism, and Nationalism in Africa. *Geography lesson on European colonization from 15th century – 20th century (Focus on Portugal, Great Britain, and France)
<p>Portfolio Assessment</p>
<ul style="list-style-type: none"> *Completed Trackstar lesson ABC Book on West African Country
<p>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</p>
<ul style="list-style-type: none"> *Extension 1- Students will describe a feature of Africa present BEFORE the slave trade by creating a presentation on a “Wonder of Africa.” (Ex. City of Askum, Ashanti Kingdom, Pyramids of Giza, etc.) * Extension 2- Students will create an ABC Book/Poster on an African Country. Books will feature 26 pertinent facts relating specifically to the culture or geography of that country.
<p>Student Self-Assessment</p>
<ul style="list-style-type: none"> *Evaluate Effectiveness of Power point using peer editing and rubric *Evaluate ABC book using checklist and rubric prior to grading.
<p>Differentiation Associated with this unit</p>
<ul style="list-style-type: none"> *Adjustments made in rubric for ABC book for at-risk students (limit 26 items to 16 items) *Collaborative pairs for Trackstar lesson
<p>Resources and instructional tools:</p> <ul style="list-style-type: none"> *Text used: <u>Novel Assessments for Novels</u>