

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Unit 2: The Atlantic Slave Trade**

**Overview:** Over a period of four centuries, many millions of Africans were shipped to the Americas and forced into slavery. This unit will examine the origins of the slave trade, the journey millions of Africans took during the Middle Passage, the effects of the slave trade physically, mentally, culturally, and financially, and how American society shifted with the arrival of Africans in the New World.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><a href="#"><u>Unit 2</u></a></p> <p><i>The Atlantic Slave Trade</i></p>	<ul style="list-style-type: none"> <li>● 6.1.12.GeoGI.1.a</li> <li>● 6.2.12.GeoGE.1.d</li> <li>● 6.1.12.HistoryCC.1.a</li> <li>● 6.2.12.EconET.3.a</li> <li>● 6.1.12.GeoPP.2.a</li> <li>● 6.1.12.HistoryUP.3.a</li> <li>● 6.1.12.HistoryUP.3.b</li> <li>● 6.1.12.HistoryCA.3.b</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● the purpose of slaves in most civilizations</li> <li>● explain why society practiced the use of slavery</li> <li>● idea the relationship between the slave trade and triangular trade</li> <li>● describe the Middle Passage</li> <li>● list the effects of the slave trade</li> <li>● identify the jobs slaves held in the New World</li> <li>● explain how Africans helped settle the Americas</li> </ul>	<ul style="list-style-type: none"> <li>● What was slavery like in ancient times?</li> <li>● How did the arrival of Europeans in Africa affect the slave trade?</li> <li>● Why were Europeans eager for slaves from Africa?</li> <li>● What role did the slave trade play in the triangular trade?</li> <li>● What difficulties did captives face on the Middle Passage?</li> <li>● What were some of the results of the slave trade?</li> <li>● What different jobs did African slaves perform in the New World?</li> <li>● What role did Africans play in settling the Americas?</li> </ul>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>● The institution of slavery has existed around the world since ancient times</li> <li>● Muslims in Africa had been engaged in the slave trade for more than 600 years before the arrival of European slave traders</li> <li>● Before the arrival of Europeans in Africa, slavery has been practiced there by different African societies and by Muslim traders</li> <li>● European traders established a thriving slave trade in Africa</li> </ul>		

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

	<ul style="list-style-type: none"><li>● The Atlantic slave trade was part of an extensive international trade system known as the triangular trade</li><li>● Africans were captured and sent on the Middle Passage for the journey into slavery in the Americas</li><li>● The slave trade had lasting effects on both Africa and the Americas</li><li>● African captives faced difficult lives as enslaved people in the Americas</li><li>● In addition to performing labor, Africans helped explore and settle the Americas and made many contributions to the region's culture</li></ul>	
--	--	--

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
<b>The Atlantic Slave Trade</b>	6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).	3	23
	6.2.12.GeoGE.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	3	
	6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.	2	
	6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.	3	
	6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	2	
	6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).	3	
	6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments	2	
	6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.	3	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

Unit 2	
Core Ideas	Performance Expectations
Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture.	6.1.12.GeoGI.1.a Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Economic globalization affects economic growth, labor markets, human rights guarantee, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
Resources of an area affect what is produced and opportunities for employment.	6.2.12.EconET.3.a Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
---	---

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Unit 2**

**Assessment Plan**

1. Triangular Trade Map
2. Textbook Section Summaries
3. Warm-ups/ Exit Tickets
4. Middle Passage: primary source readings/ research assignment

Alternative Assessments:

1. Review questions
2. Map quizzes
3. Journal Writing: Arriving in a New World
4. Economic Business: the cost of slavery
5. Cotton: why was it a commodity?
6. African American: was it an identity or was it created? Writing assignment

**Resources**

- Textbook, “African American History”
- Map of Africa  
<https://mrnussbaum.com/geography/africa>
- Triangular Slave Trade  
<https://www.studentsofhistory.com/the-triangle-of-trade>
- Elmina Castle  
<https://www.cnn.com/2018/07/27/africa/ghana-elmina-castle>  
 Middle Passage Ships  
<https://www.nps.gov/articles/the-middle-passage.htm>  
 Cost of slavery  
<https://www.bloomberg.com/news/articles/2021-03-18/pay-check-podcast-episode-2-how-much-did-slavery-in-u-s-cost-black-wealth#:~:text=The%20racial%20wealth%20gap%20begins,were%20worth%20at%20the%20time.>

**Majoring in African American Studies**

<https://www.bestcolleges.com/humanities/why-major-in-african-american-studies/#:~:text=An%20African%20American%20studies%20major,they%20continue%20to%20face%20today.>

**Careers in African American Studies**

**Activities**

- Definitions with examples/ sentence summary
- Triangular Trade activities---outline, color, identify
- Graphic organizer: regions of America
- Research activities: Middle Passage and Elmina Castle
- Reading: primary and secondary sources
- Youtube.com video clips of Middle Passage, slave trade, value of slavery

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

<https://www.onlinecollegereport.com/what-can-you-do-with-an-african-american-studies-degree/>

<https://afam.clas.ufl.edu/the-major-and-minor/career-paths-for-african-american-studies-majors/>

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**9.1 Personal Financial Literacy - Income and Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills**

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>



**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Modifications for Special Education/504**

*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignments. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**English Language Learners**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

**Modifications for Gifted Students**

Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

**Winslow Township School District**  
**College Prep African American History**  
**Unit 2: The Atlantic Slave Trade**

**Interdisciplinary Connections**

**CCSS ELA Standards**

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Integration of Computer Science and Design Thinking NJSL 8**

8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.