

World History: 1500 - Present Inquiry (220 - 240 minutes)

Is Sharing and Trading Across Cultures a Good Thing?







Branding the Globe

Source Information: <http://blog.wallstreetsurvivor.com/2014/02/28/global-trends-will-impact-portfolio-2014/>

Supporting Questions – These are used to structure and develop the inquiry

1. How did the Columbian Exchange affect both hemispheres that it involved?
2. What motivated Europeans and Africans to turn to selling people as property during the Age of Discovery?
3. Where did slavery extend during the Trans-Atlantic slave trade and what were the processes involved along the trade route?
4. Why are slaves still working for me?

Overview – The Impact of the European Age of Discovery

Is Sharing and Trading Across Cultures Always a Good Thing?	
VA SOL Content Standards	WHII.4 The student will apply social science skills to understand the impact of the European Age of Exploration WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century
VA SOL Skills Standard 1	1a – Using Information Sources, 1b – Map Skills & Geo Info. 1c – Interpreting Information, 1e – Comparing & Contrasting, 1f – Determine Cause/Effect, 1g- Making Connections 1i –Citizenship 1j – Using Content Vocabulary
Portrait of a Graduate Correlations	   
Introducing the Question	HOOK: Discuss the concept of <i>globalization</i> through analysis of an infographic that depicts the global locations of and systems related to Starbuck’s and McDonald’s.

• **Supporting Questions – These are Used to Develop the Lesson**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did the Columbian Exchange affect both hemispheres that it involved?	What motivated Europeans and Africans to turn to selling people as property during the Age of Discovery?	Where did slavery extend during the Trans-Atlantic slave trade and were the processes involved along the trade route?	Why are slaves still working for me?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Annotated Map of Columbian Exchange Using Information From Sources A-F	Group documents according to Motives. Provide Explanation for Structure	Annotated Map of Atlantic Slave Trade Using Information from Sources A-E	The Minute Paper –Students Summarize their Understanding
Featured Sources	Featured Sources	Featured Sources	Featured Sources
A. Map of Columbian Exchange B. 16 th Century Aztec Drawing of Smallpox Victims C. Graph of Estimated Native American Population of Mexico D. “The Columbian Exchange” by J.R. McNeill (Crops) E. “The Columbian Exchange” by J.R. McNeill (Animals) F. Selected accounts by Bartolome de las Casas	A. TedEd Talk –The Atlantic Slave Trade B. A Portuguese Textbook - 1994 C. The Paramount Chief of Salaga, Ghana D. Remarkable Extracts and Observations on the Slave Trade by Anonymous E. The Universal Law of Slavery George Fitzhugh F. Atlantic Slave Trade and Abolition Richard Reddie	A. Image of a Slave Ship, 1790 B. Slave Narrative of Olaudah Equiano C. Slave Auction Advertisement, 1760 D. Slave Sale Receipt, 1864 E. The Capture and Sale of Slaves – International Slave Museum	A. Modern Day Slavery InfoGraphic B. 60,000 Slaves in the US Today (2013) C. Human Trafficking: Modern Day Slavery in America – (2013)

Summative Performance Task	<p>ARGUMENT: Construct an argument in the form of an essay that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.</p> <p>EXTENSION: Students tweet findings to a designated # or teacher/class twitter account.</p>
Taking Informed Action	Student Created Posters/Infographics addressing the labor, trade, and environmental practices of contemporary multi-national companies. Images are displayed in the school halls, cafeteria, library etc. or the community.

Optional Background Resources

North Carolina Digital Archives <http://www.learnnc.org/lp/editions/nchist-twoworlds/1866>

Crash Course World History: The Columbian Exchange

<https://youtu.be/HQPA5oNpfM4?list=PLBDA2E52FB1EF80C9>

Crash Course World History: The Atlantic Slave Trade

https://youtu.be/dnV_MTFEGIY?list=PLBDA2E52FB1EF80C9

General Types of Supports

Sensory Support	Graphic Supports	Interactive Support	Linguistic Supports	Behavior Supports
<ul style="list-style-type: none"> • Real life objects • Manipulatives • Pictures & Photographs • Illustrations, diagrams, and drawings 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Slotted outlines 	<ul style="list-style-type: none"> • Explicit modeling • Think alouds • Pairs/partners • Triads or small groups • Cooperative learning • Shared reading 	<ul style="list-style-type: none"> • Sentence frames • Word walls • Pre-teach vocabulary within context of text or learning task • Read aloud • Leveled texts • Use of home language 	<ul style="list-style-type: none"> • Clear behavior expectations • Explicit routines and procedures • Student self-regulation strategies • Coping and stress relief strategies

Introducing the Compelling Question – The Hook (10-15 minutes)

Compelling Question	Is Sharing and Trading Across Cultures a Good Thing?
Featured Source(s)	Source A: Infographic “The Magic Bean Shop “ and “The Fries that Bind Us”

INSTRUCTIONS/PROCESS FOR THE COMPELLING QUESTION

The goal of this hook is meant to show students how interconnected our global economy is and draw a connection between the Columbian Exchange that began in 1492 and modern day globalization that exists today. It also meant to encourage them to start thinking about the consequences that come along with the exchange of culture.

“**Is Sharing and Trading Across Cultures Aa Good Thing?**” asks students to think about the impact of contact between civilizations. This entire lesson plan is meant to take 3, 90 minute class periods. To help get students warmed up for the inquiry, it will be important to have them start thinking about the concept of globalization.

One way to do this is by asking students to grab 2-3 items out of their back pack or look at their clothing tags and look at where they are made. The teacher should solicit student responses and keep a running list of the various countries these items are made in on the board.

SUGGESTED DEFINITIONS:

Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade, investment and aided by the use of information technology.

Globalization is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture

Note, both of these definitions identify globalizations as a process. “By contrast, some groups of scholars and activists view globalization not as an inexorable process but as a deliberate, ideological project of economic liberalization that subjects states and individuals to more intense market forces.”

<http://sociology.emory.edu/faculty/globalization/debates.html#meaning>

The teacher can then ask students, “**What does this tell us about our world and our economy? Is this a positive or negative aspect of globalization?**” At this point, a definition of globalization will be necessary to have. This could be created by the class or given to them by the teacher.

Then the teacher shows the “Magic Bean Shop and Fries that Bind Us” info graphic either by projecting it on the screen or passing out a copy of it to students. Have students examine various aspects of the graphic and ask them what conclusions they can draw from the information presented. **Again ask, “What does this tell us about our world and our economy? Is this a positive or negative aspect of globalization?**

Students will probably only discuss the positive aspects – “We get cool things from other places!” “If you are in a country and don’t like the food – there’s always McDonald’s!” etc. but encourage them to come up with 1-2 negative aspects – like, “Who makes it?” “Who long do they work? “How much do they get paid? “Working conditions? Etc.

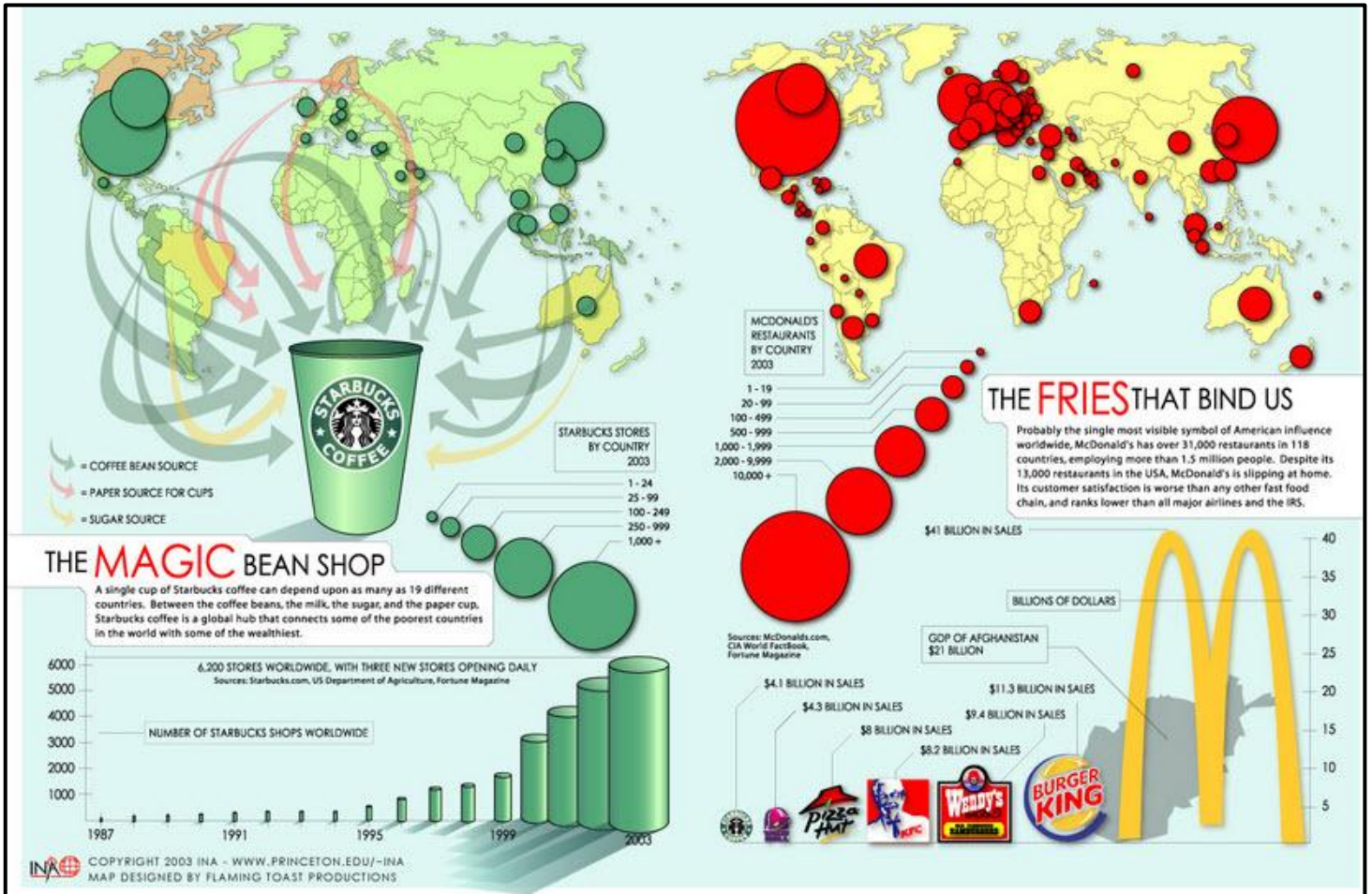
Introducing the Compelling Question – Featured Sources

Featured Source

Source A: Infographic “The Magic Bean Shop “ and “The Fries that Bind Us”

Larger, printable version can be accessed here:

<http://www.princeton.edu/~ina/infographics/starbucks.html>



Supporting Question 1 (90 Minutes)	
Supporting Question	How did the Columbian Exchange affect both hemispheres that it involved?
Formative Performance Task	Students will create an annotated map of the Columbian exchange illustrating where items originated and went to and the impact of the items on the hemispheres the items arrived in.
Featured Source(s)	<p>Source A: Map of Columbian Exchange</p> <p>Source B: 16th Century Aztec Drawing of Smallpox Victims</p> <p>Source C: Graph of Estimated Native American in Population of Mexico</p> <p>Source D: “The Columbian Exchange” Secondary Source by J.R. McNeill (Crops)</p> <p>Source E: “The Columbian Exchange” Secondary Source by J.R. McNeill (Animals)</p> <p>Source F: Selected accounts by Bartolome de las Casas</p>

Process and Formative Performance Task

The formative performance task asks students to create an annotated map of the Columbian Exchange. After analyzing a series of primary and secondary source documents, they will select 5 items exchanged as part of the Columbian Exchange and place them on their map labeling where the item originated and where it went to. They will then annotate the item by making a claim about the positive and negative impact the item had on the hemisphere it arrived and provide one piece of evidence to support the claim. Annotations should move beyond simply, “Maize had a positive impact on Europe, Africa and China.” This is the first step in understanding the positive and negative consequences of global trade and will also serve as a bridge between the Columbian Exchange and

Process:

1. Explain to students that prior to 1492 the global economy wasn’t all that global. It was confined to regional trade networks (for a quick review you can ask them which ones – Silk Road, Trans-Saharan, Gold-Salt, etc.). So what changed all of that? Students should respond with the arrival of Christopher Columbus. Explain to student that with the arrival of Columbus new goods were introduced to the New World and it opened up a trading network between the New World and the Old World called the Columbian Exchange.
2. Pass out copies of **Documents A- F**. Have students analyze the documents using the handout **Analyzing Primary and Secondary Sources SOAPStone Strategy - (Appendix A)** Encourage students to highlight and mark up their documents. It is helpful if they have different colored highlighters when doing this to highlight the different elements of SOAPStone. Not all of the questions will be answered for each document, but this should provide a strong framework for analysis.
3. Following analysis of documents, a brief discussion on what the students learned from the documents.
4. Provide students with a copy of **The Columbian Exchange Annotated Map Activity (Appendix B)**, go over directions and give them time to work. This can be done in pairs or on their own to demonstrate understanding of the content.

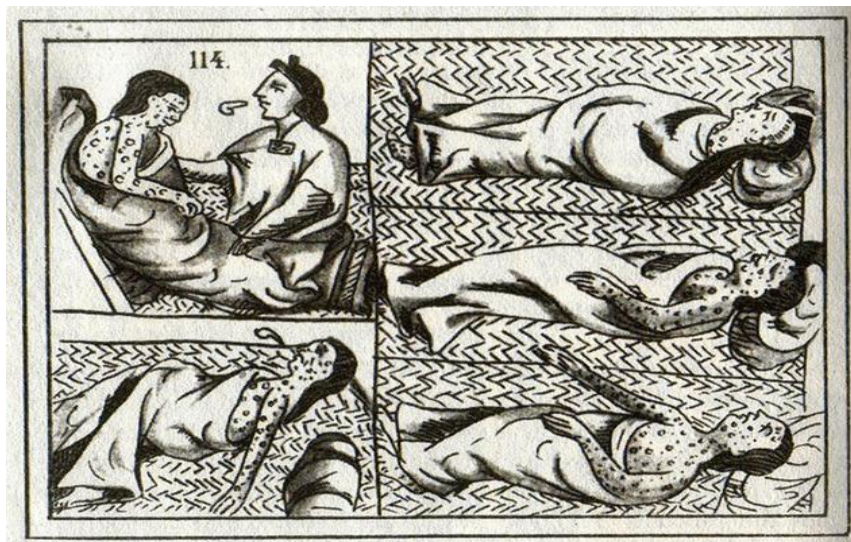
Featured Sources

FEATURED SOURCE A: Map of the Columbian Exchange



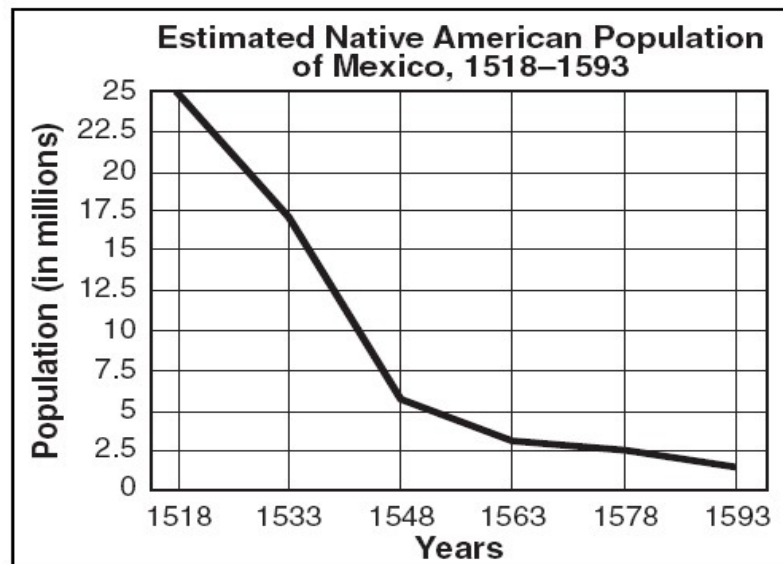
Source: World History Patterns of Interaction, 2007. McDougal Little, Pg. 572.

FEATURED SOURCE B 16th Century Aztec Drawing of Smallpox Victims



Source: Scanned from (2009) Viruses, Plagues, and History: Past, Present and Future, Oxford University Press, USA, p. 60 https://commons.wikimedia.org/wiki/File:Aztec_smallpox_victims.jpg

FEATURED SOURCE C Estimated Native American Population of Mexico, 1518-1595



Source: James Killoran, et. al., *The Key to Understanding Global History*, Jarrett Publishing (adapted) (<https://globalhistorycullen.wikispaces.com/Everything+Latin+America>)

FEATURED SOURCE D “The Columbian Exchange” by J.R. McNeill

John R. McNeill is a professor of history and University Professor at Georgetown University. He is the author of *Something New Under the Sun: An Environmental History of the 20th-Century World*.

America’s vast contribution to Afro-Eurasia in terms of new plant species and cuisine, however, transformed life in places as far apart as Ireland, South Africa, and China. Before Columbus, the Americas had plenty of domesticated plants. By the time Columbus had arrived, dozens of plants were in regular use, the most important of which were maize (corn), potatoes, cassava, and various beans and squashes. Lesser crops included sweet potato, papaya, pineapple, tomato, avocado, guava, peanuts, chili peppers, and cacao, the raw form of cocoa. Within 20 years of Columbus’ last voyage, maize had established itself in North Africa and perhaps in Spain. It spread to Egypt, where it became a staple in the Nile Delta, and from there to the Ottoman Empire, especially the Balkans. By 1800, maize was the major grain in large parts of what is now Romania and Serbia, and was also important in Hungary, Ukraine, Italy, and southern France. It was often used as animal feed, but people ate it too, usually in a porridge or bread. Maize appeared in China in the 16th century and eventually supplied about one-tenth of the grain supply there. In the 19th century it became an important crop in India. Maize probably played its greatest role, however, in southern Africa. There maize arrived in the 16th century in the context of the slave trade. Southern African environmental conditions, across what is now Angola, Zambia, Zimbabwe, Mozambique, and eastern South Africa, suited maize handsomely. Over the centuries, maize became the primary peasant food in much of southern Africa.

Source: North Carolina Digital History <http://www.learnnc.org/lp/editions/nchist-twoworlds/1866>

FEATURED SOURCE E “The Columbian Exchange” by J.R. McNeill

John R. McNeill is a professor of history and University Professor at Georgetown University. He is the author of *Something New Under the Sun: An Environmental History of the 20th-Century World*.

Of all the animals introduced by the Europeans, the horse held particular attraction. Native Americans first encountered it as a fearsome war beast ridden by Spanish conquistadors. However, they soon learned to ride and raise horses themselves. In the North American great plains, the arrival of the horse revolutionized Native American life, permitting tribes to hunt the buffalo far more effectively. Several Native American groups left farming to become buffalo-hunting nomads and, incidentally, the most formidable enemies of European expansion in the Americas.

Cattle, sheep, pigs, and goats also proved popular in the Americas. Within 100 years after Columbus, huge herds of wild cattle roamed many of the natural grasslands of the Americas. Wild cattle, and, to a lesser degree, sheep and goats, menaced the food crops of Native Americans, notably in Mexico. Eventually ranching economies emerged, based variously on cattle, goats, or sheep. The largest ranches emerged in the grasslands of Venezuela and Argentina, and on the broad sea of grass that stretched from northern Mexico to the Canadian prairies. Native Americans used the livestock for meat, tallow, hides, transportation, and hauling. Altogether, the suite of domesticated animals from Eurasia brought a biological, economic, and social revolution to the Americas.

Source: North Carolina Digital History <http://www.learnnc.org/lp/editions/nchist-twoworlds/1866>

FEATURED SOURCE F Accounts by Bartolome de las Casas

Bartolome de las Casas was one of the earliest European settlers in the New World arriving in *Hispanola* in 1502. Between 1512-1513 he became a priest and in 1513 participated in the conquest of Cuba. Although he willingly participated in the conquest of the New World by 1515, he changed his views, gave up his Indian slaves and began working on behalf the natives in an effort to gain rights for them from the Spanish King.

...(the Spaniards) grew more conceited every day and after a while refused to walk any distance...(They) rode the backs of Indians if they were in a hurry or were carried on hammocks by Indians running in relays...(They) thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades...

...They (Indians) suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help...

...(In 1508) there were 60,000 people living on this island (Hispaniola), including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it..."

Source: Bartolome de las Casas, *A Short Account of the Destruction of the Indies* (1542) and *Historia de Las Indias* (c.1525 but not published until 1875 after his death by his request).

Additional Support/Scaffolds/Extensions

For the formative performance task – a blank map of the Atlantic world could be provided instead of having students create a mind-map. In addition, you could alter just how many items from the Columbian Exchange you want to be included on the map.

Supporting Question 2 (50 Minutes)	
Supporting Question	What motivated Europeans and Africans to turn to selling people as property during the Age of Discovery?
Formative Performance Task	Students Group Documents according to Motives. Provide Explanation for their Structure
Featured Source(s)	<p>Source A. TED Ed Video – The Atlantic Slave Trade – What Too Few Textbooks Told You (Video) http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard</p> <p>Source B. Portuguese Textbook</p> <p>Source C. The Paramount Chief of Salaga, Ghana</p> <p>Source D. Remarkable Extracts and Observations on the Slave Trade by Anonymous</p> <p>Source E. The Universal Law of Slavery by George Fitzhugh</p> <p>Source F. Atlantic Slave Trade and Abolition by Richard Reddie</p>

Process and Formative Performance Task

The formative performance task for this supporting question requires students to group primary and secondary source documents according to their understanding of the motives that Europeans and Africans had for becoming involved in selling people as property (Atlantic slave trade). They should incorporate specific evidence from the documents they have analyzed. For example, after identifying a document as “Economic Motive” students must list specific evidence to support their claim.

Process:

1. Begin class by asking students to review the impact of the Columbian Exchange on the indigenous population of the New World. They should be able to explain that the indigenous population was all but decimated as a result of the spread of disease. Ask students, “**Why would this present a problem for the Europeans?**” Students should be able to describe the loss of a work force for the plantations and silver mines. Then explain that as a result, Europeans turned to the buying and selling of Africans as property to support their new colonies in the New World and that Africans willingly participated in it. Buy why?

2. Show the TED Ed video “The Atlantic Slave Trade – What Too Few Textbooks Told You”

<http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard>

Instruct students to listen for the general reasons why Europeans and Africans became involved in the slave trade (ex: Economic, Political, Social, Religious). This will give them a brief overview of what they will be looking for in the documents they will then analyze.

3. Pass out documents. While the previous activity for Supporting Question 1 works on analyzing the documents, this activity will build up on that and focus on grouping the documents. The handout that students should use when working with the documents can be found in **Appendix C**.

Featured Sources

FEATURED SOURCE A The Atlantic Slave Trade – What Too Few Textbooks Told You

<http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard>

FEATURED SOURCE B Portuguese Textbook History for Grade Ten, Volume 2

Published in Portugal in 1994.

Slavery was one of the pillars of African societies. The prestige and power of the great African lords was evaluated by the number of slaves one had. The practice of slavery in Africa would facilitate the entry of Europeans into the process. To interpret the slavery trade as a unique form of colonial exploitation is to forget that it was a practice perpetuated by the natives. The slave traders operated directly with the local slave masters. Generally, the advantages to both parties were equal: the African obtained manufactured products from Europe and military help he needed to defend himself against his enemies.

The development of the slave trade became part of the process of settling the American continent. In comparison with Indian slavery, the blacks had a better physical capacity and resisted better to the climate, two important factors to justify the successive waves of slaves that left Africa towards America.

The time between the moment the slaves were bought and when they arrived at port was very dangerous not only for the European traders but for the slaves as well. Revolts and disturbances occurred frequently. Crossing the Atlantic was extremely difficult for slaves. First there was not enough room in the boats. They suffered from heat, thirst, and a lack of hygiene. Even the whites had difficulty with these things.

At the time the European states did not recognize the negative consequences of these massive migrations. On the other hand, a new diverse cultural situation originated on the American continent that resulted from the multiplicity of mixed races and cultures. Brazil became the most expressive model of the process carried out by the Portuguese as it melted Indian, white, and black in a complex mix of ethnicities and cultures.

Source: Stanford History Education Group <https://sheg.stanford.edu/modern>

FEATURED SOURCE C THE PARAMOUNT CHIEF OF SALAGA

Salaga is in the northern region of Ghana and was home to a major slave market. Many of the decedents of slaves still live there. This is the account of the Paramount Chief of Salaga. Date unknown.

"Salaga became important for its market in human beings.... Slavery became a commercial venture. Even local chiefs benefited. When the slaves were brought, the chiefs took a certain number for themselves and sold them to the buyers. People benefited. If you were not a victim, of course, then you benefitted. Sometimes, even the people themselves became victims. Because it was so inhuman that there was no sympathy between them. If you quarreled with your friend and you managed to capture him you could take him to the market - to sell him...."

"But at that time it was a normal thing. It's just like what is happening today. It was a market; people were buying. There was no transaction in cash. It was just gunpowder or guns in exchange for human beings. Sometimes you look at it from a human and religious point of view, sometimes you feel it was a very bad thing...but it happened. "

"Slaves were the most important commodity as opposed to other commodities like salt and other mercantile goods that were brought from the south. But definitely slavery dominated the activities here."

Source: BBC World Service: The Story of Africa

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter4.shtml>

FEATURED SOURCE D Anonymous, *Remarkable Extracts and Observations on the Salve Trade, London, 1791*

For why is the Slave Trade carried on? To supply the West India planters with hands to cultivate the islands. And why are the islands cultivated? TO furnish the inhabitants of Europe with sugar! If sugar was not consumed it would not be imported – if it were not imported it would not be cultivated, if it was not cultivated there would be an end to the Slave Trade; so that the consumer of sugar is really the prime mover, *the grand cause of all the horrible injustice* which attends the capture, of all the *shocking cruelty* which accompanies the treatment, of the wretched African Slave.

Source: The DBQ Project – Document Based Questions in World History

FEATURED SOURCE E “The Universal Law of Slavery” by George Fitzhugh

George Fitzhugh was a Virginia lawyer and the author of two books and numerous articles advocating slavery.

He the Negro is but a grown up child, and must be governed as a child, not as a lunatic or criminal. The master occupies toward him the place of parent or guardian. We shall not dwell on this view, for no one will differ with us who thinks as we do of the negro's capacity, and we might argue till dooms-day in vain, with those who have a high opinion of the negro's moral and intellectual capacity.

Secondly. The negro is improvident; will not lay up in summer for the wants of winter; will not accumulate in youth for the exigencies of age. He would become an insufferable burden to society. Society has the right to prevent this, and can only do so by subjecting him to domestic slavery. In the last place, the negro race is inferior to the white race, and living in their midst, they would be far outstripped or outwitted in the chaos of free competition. Gradual but certain extermination would be their fate.

Source: *The Black American A Documentary History*, Third Edition, by Leslie H. Fishel, Jr. and Benjamin Quarles, Scott, Foresman and Company, Illinois, 1976,1970

<http://www.pbs.org/wgbh/aia/part4/4h3141t.html>

FEATURED SOURCE F Atlantic Slave Trade and Abolition - Richard Reddie, 2007

Religion was also a driving force during slavery in the Americas. Once they arrived at their new locales the enslaved Africans were subjected to various processes to make them more compliant, and Christianity formed part of this. Ironically, although the assertion of evangelization was one of the justifications for enslaving Africans, very little missionary work actually took place during the early years. In short, religion got in the way of a moneymaking venture by taking Africans away from their work. It also taught them potentially subversive ideas and made it hard to justify the cruel mistreatment of fellow Christians.

Source: http://www.bbc.co.uk/religion/religions/christianity/history/slavery_1.shtml

Additional Support/Scaffolds/Options

Students may need assistance defining some of the words in the documents. The teacher could point these out and define ahead of time.

Students could also work in groups to sort through the documents.

A possible extension could include placing all of the information in a Mind Map.

Supporting Question 3 (40 Minutes)	
Supporting Question	Where did slavery extend during the Trans-Atlantic slave trade and were the processes involved along the trade route?
Formative Performance Task	Annotated Map of Atlantic Slave Trade Using Information from Sources A-E
Featured Source(s)	Source A: Image of a Slave Ship, 1790 Source B: Slave Narrative of Olaudah Equiano Source C: Slave Auction Advertisement, 1760 Source D: Slave Sale Receipt, 1864 Source E: The Capture and Sale of Slaves – International Slave Museum

Formative Performance Task and Instructional Approach

The formative performance task for this supporting question requires students to analyze a set of documents relating to the Atlantic Slave trade. After analyzing the documents, they are to label a map of the Triangle Trade then use the information from the documents to describe various elements of the Triangle Trade. It is meant to build upon the previous two supporting questions and formative performance tasks.

Process:

1. Begin by showing students “The Atlantic Slave Trade in Two Minutes” animated map. http://www.slate.com/articles/life/the_history_of_american_slavery/2015/06/animated_interactive_of_the_history_of_the_atlantic_slave_trade.html

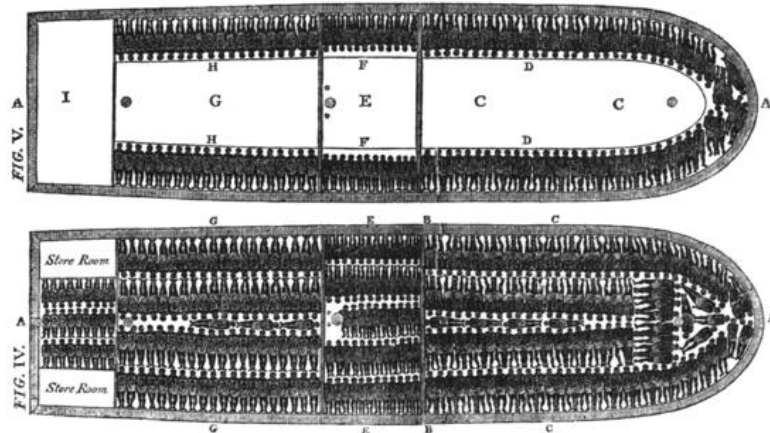
Briefly discuss their reaction. Explain to students that the trade network used to transport slaves to the New World was known as the Triangle Trade. Ask them why it is called that. Then explain that they are going to label a map of the trade network and annotate the map using information from a set of primary and secondary sources.

2. Pass out copies of a blank Atlantic World map (many versions can be found online) and student directions (**Appendix D**). Have students start by labeling the map.
3. Then give students the opportunity to analyze the documents. Students should continue using skills they have developed in the previous two lessons to examine the documents. They should group them based on which leg of the Triangle Trade they apply to.
4. Then using the information from the documents, students should annotate their maps describing in their own words what each leg of the Triangle Trade was like.
5. Discuss the direction the items moved in. An interesting discussion usually follows the question, “**Why couldn’t the Triangle Trade have moved in the opposite direction?**”

Featured Sources:

FEATURED SOURCE A: Image of a Slave Ship, 1790

This diagram shows how slave ships were packed. It was presented to a committee of the British House of Commons in 1790.



Source: Wikimedia Commons https://en.wikipedia.org/wiki/Slave_ship#/media/File:Slaveshipposter.jpg

FEATURED SOURCE B Slave Narrative of Olaudah Equiano, 1789

Olaudah Equiano grew up in a region of Nigeria. He was transported across the Atlantic Ocean to the West Indies along with 244 others. He was eventually moved on to Virginia. He achieved freedom in 1767. Below is his account of his journey to the West Indies.

I was not long suffered to indulge my grief; I was soon put down under the decks, and there I received such a salutation in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste anything. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me eatables; and, on my refusing to eat, one of them held me fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely. I had never experienced anything of this kind before; and although, not being used to the water, I naturally feared that element the first time I saw it, yet nevertheless, could I have got over the nettings, I would have jumped over the side, but I could not; and, besides, the crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself. The crew used to watch us very closely who were not chained down to the decks, lest we should leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself . . .

Source: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African*, 1789.

FEATURED SOURCE C Slave Auction Advertisement, Charleston, South Carolina, 1760

This advertisement appeared in the South Carolina Gazette.

TO BE SOLD, on board the
 Ship *Bance-Yland*, on tuesday the 6th
 of *May* next, at *Afbley-Ferry*; a choice
 cargo of about 250 fine healthy

NEGROES,
 just arrived from the
 Windward & Rice Coast.
 —The utmost care has
 already been taken, and
 shall be continued, to keep them free from
 the least danger of being infected with the
SMALL-POX, no boat having been on
 board, and all other communication with
 people from *Charles-Town* prevented.
Austin, Laurens, & Appleby.

N. B. Full one Half of the above Negroes have had the
SMALL-POX in their own Country.



Source: Library of Congress, Prints and Photographs Division, LC – USZ62-10293


<http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/H021.JPG>


FEATURED SOURCE D Slave sale receipt, Louisiana, 1864

\$ 7500⁰⁰ *Augusta Sept 20 18 64*

Received of *G A Johnson Severn*
Thousand five hundred Dollars, being in full for the purchase of *Three*
Negro Slaves named *Lusannah* and *Two Children*
 the right and title of said Slaves I warrant and defend against
 the claims of all persons whatsoever, and likewise warrant *them*
 sound and healthy in mind and body, and Slaves for life.

As witness my hand

W B Davant *Mrs M A Davant* 



Source: 1864 receipt, via Schomburg Center for Research in Black Culture, online copy at New York Public Library Digital Gallery <https://commons.wikimedia.org/wiki/File:SlaveReceipt1864GAJohnson.jpeg>

FEATURED SOURCE E The Capture and Sale of Slaves, International Slavery Museum

European traders captured some Africans in raids along the coast, but bought most of them from local African or African-European dealers. These dealers had a sophisticated network of trading alliances collecting groups of people together for sale.

Most of the Africans who were enslaved were captured in battles or were kidnapped, though some were sold into slavery for debt or as punishment. The captives were marched to the coast, often enduring long journeys of weeks or even months, shackled to one another. At the coast they were imprisoned in large stone forts, built by European trading companies, or in smaller wooden compounds.

When the slave ships arrived from Europe they were laden with trade goods. Captains offered gifts to local African leaders and paid taxes for the right to trade. They then began the serious business of barter and exchange, offering a wide variety of trade goods such as textiles, firearms, alcohol, beads, manillas and cowries.

Source: The International Slavery Museum

http://www.liverpoolmuseums.org.uk/ism/slavery/africa/capture_sale.aspx

Additional Support/Scaffolds/Options

Provide students with a map that is already labeled and have them complete the annotations using the document.

Supporting Question 4 (30 Minutes)	
Supporting Question	Why are slaves still working for me?
Formative Performance Task	The Minute Paper –Students Summarize their Understanding of Current Slavery and Human Trafficking
Featured Source(s)	<p>Source A: Modern Day Slavery InfoGraphic</p> <p>Source B: 60,000 Slaves in the US Today (2013)</p> <p>Source C: Human Trafficking: Modern Day Slavery in America – (2013)</p>

Formative Performance Task and Instructional Approach

The formative performance task for this supporting question requires students to describe the most meaningful thing they learned after reading each article. This task is meant to make students aware of the fact that modern slavery still exists and that it is still a consequence of global trade. The goal is to create a meaningful connection between past and present.

Process:

1. Display Source A: Modern Day Slavery InfoGraphic and discuss their reactions to it with students. Are they surprised? If so, what surprises them about it?
2. Explain to students that they will read two articles about modern day slavery. After each article, they will be given 1 minute, to describe the most meaningful thing they have learned from the article. They will be given 1 minute to write.
3. Pass out Source B: 60,000 Slaves in the US Today and follow directions in Step 2.
4. Pass out Source C: Human Trafficking: Modern Day Slavery in America and follow directions in Step 2.

Featured Sources:

FEATURED SOURCE A: Modern Day Slavery InfoGraphic

Source: <http://thecnnfreedomproject.blogs.cnn.com/category/the-facts/>

FEATURED SOURCE B: 60,000 Slaves in the US – Washington Post

Source: <https://www.washingtonpost.com/blogs/worldviews/wp/2013/10/17/this-map-shows-where-the-worlds-30-million-slaves-live-there-are-60000-in-the-u-s/>

This article includes two maps that are worth discussing. It also discusses how slavery is not just an issue of the past. It discusses where modern day slavery exists, in what forms, etc.

FEATURED SOURCE C: Human Trafficking – Modern Day Slavery in America – WGBH News

Source: <http://wgbhnews.org/post/human-trafficking-modern-day-slavery-america>

This article discusses one woman's story of labor trafficking.

Additional Support/Scaffolds/Options

Teachers can choose from a plethora of articles on this topic. These two are just suggested.

Another option is to choose just one article.

Summative Performance Task	
Summative Performance Task	<p>ARGUMENT Construct an argument in the form of an essay that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.</p>
	<p>EXTENSION: Students tweet findings to a designated # or teacher/class twitter account.</p>

Description

In this task, students construct an extended, evidence-based qualifying argument responding to the prompt “Is sharing and trading across cultures a good thing?” At this point in the students’ inquiry, they have examined the economic and social consequences of global trade and analyzed the positive and negative impact of the European Age of Discovery. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims. As students work through the Summative Performance task, they are demonstrating the social studies skills of Gathering, Using, and Interpreting Evidence as well as Comparison and Contextualization.

Before the Summative Performance Task, it may be helpful for students to review the sources provided, their annotated maps and their handouts created during the formative performance tasks; doing so should help them develop their claims and highlight the appropriate evidence to support their arguments. The Evidence Chart can be used to provide students with support as they build their arguments with claims and evidence. The rubric for this can be found in **Appendix D**.

Modifications

Students’ arguments and findings will vary Depending on the level of the student a detailed outline that includes claims and evidence could be completed in lieu of a formal paper. The same rubric can be used. Students who are at a higher level can be encouraged to include commentary in their essay. A rubric that includes the use of commentary can be found in **Appendix E**.

Evidence Chart (optional)

Initial Claim	
What is your opening claim about sharing and trade across cultures? This claim should appear in the opening section of your argument. Make sure to cite your sources.	

Evidence	
What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.	

Additional Claims	
What are some additional claims you can make that extend your initial one? Make sure to cite your sources.	

Additional Evidence	
What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your source.	

Double Check	
What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.	

Pulling it Together	
What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.	

Taking Informed Action	
Taking Informed Action	Student Created Posters/Infographics addressing the labor, trade, and environmental practices of contemporary multi-national companies. Images are displayed in the school halls, cafeteria, library etc.

DESCRIPTION/NOTE TO TEACHER: Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world.

SUGGESTIONS

1. Students can select an ingredient in an item of food that they eat on a daily basis. They can research where the ingredient originated from and make a connection to the Columbian Exchange. They can also research if there are any social, political or economic controversies associated with their ingredient. For example is the ingredient fairly traded? Are there any environmental issues related to it. Is human trafficking involved in the harvesting of the product, etc. This would qualify as a self- extension and allow students to become self-informed.
2. Another option is to have students research a company that makes a product that they use – clothing, technology, etc. They can research the same questions found in option 1.
3. After they have researched, students can create a plan for action. What can they do to help resolve any issues that they discovered in their research? This could include contacting the companies, tweeting, blogging, posting, etc.
4. Another option would include taking the information that they learned and working with the graphic design students to create posters that focus on the issues they uncovered. These posters can be displayed around your school or community.

Appendix A: Analyzing Primary and Secondary Sources

SOAPSTone Strategy

Speaker

- Who is the original author of this source?
- What is the author's background?
- What types of assumptions or beliefs might the author of the source hold that might influence his or her viewpoint?

Occasion

- When and where was this source produced, under what circumstances?
- What was happening in this place and time that might influence the account?
- Is this piece created in reaction to some specific event or occurrence?

Audience

- For whom was the source created, and how might this affect the reliability of the source?
- Is the document more of a private recollection or communication, or more of a public one? Would the author have related a different account if it were a more public, or more private account?

Purpose

- Why was this source produced at the time that it was produced?
- Did the author hope to persuade, inform, or justify him or herself or actions taken? (Could be all these and more!)
- What motivated the author to say what he or she said here? Was this notably brave, original, or insightful, or a more conventional take on events?

Subject

- What is being said here? To what extent can we take it at "face value?" How much do we need to "read between the lines?"
- What did you learn that helps you better understand the period (or answer the question, in the case of an essay)?
- Is there something that the author is leaving out, intentionally or unintentionally?
- To what extent does this account corroborate, or match up with other sources, or anything you already know about this period?

Tone

- How is this being said?
- What specific words or phrases stand out to demonstrate the tone of the author? (Are there any "red flag" or "loaded" words?)
- Why would they adopt the tone they do? To what extent does this help or detract from their intention?

Appendix B: Annotated Map of the Columbian Exchange – Student Handout

Directions: You will be creating a map of the Columbian Exchange that shows the impact of the exchange on the Old World and New World.

1. On the sheet of blank paper provided, create a mental map of the Atlantic World (North and South America, the Caribbean, Europe, Africa). This doesn't have to be perfect!
2. Label North and South America, the Caribbean, Europe, Africa and the Atlantic Ocean.
3. Select **2 specific items** (ex: pig NOT animals) from the **OLD WORLD** that were brought to the **NEW WORLD** via the Columbian Exchange. Draw a picture the two items in their hemisphere of **ORIGIN** and draw an arrow to the hemisphere they arrived in. Around the arrow in the hemisphere they arrived in make a specific claim for each item (1-2 sentences per item) about the impact the arrival had on that hemisphere. This needs to go beyond simply "Corn had a positive impact on China."

Ex: New World

Old World

The arrival of grapes in the New World had an overall _____ impact on the New World because.....



4. Select **2 specific items** (ex: pig NOT animals) from the **NEW WORLD** that were brought to the **OLD WORLD** via the Columbian Exchange. Draw a picture the two items in their hemisphere of **ORIGIN** and draw an arrow to the hemisphere they arrived in. Around the arrow in the hemisphere they arrived in make a specific claim for each item (1-2 sentences per item) about the impact the arrival had on that hemisphere. This needs to go beyond simply "Corn had a positive impact on China."

5. Select 1 additional item – this can be from either the Old Word or New World and do the same thing with the item that you did in steps 3 and 4.

You are encouraged to think of both positive AND negative consequences of your items on the area they arrived in.

Appendix C: Motivations Behind Involvement in the Slave Trade

Read through the documents given to you by your teacher. Group the documents according to which motivation they match up from the video (economic, social, religious). Provide specific evidence for why placed the document where you did.

<p>Portuguese Textbook</p>	<p>Motivation:</p> <p>European or African Perspective:</p> <p>Justification – Evidence for why you placed the document here:</p>
<p>The Paramount Chief of Salaga</p>	<p>Motivation:</p> <p>European or African Perspective:</p> <p>Justification – Evidence for why you placed the document here:</p>
<p>Remarkable Extracts and Observations on the Slave Trade</p>	<p>Motivation:</p> <p>European or African Perspective:</p> <p>Justification – Evidence for why you placed the document here:</p>
<p>Universal Law of Slavery</p>	<p>Motivation:</p> <p>European or African Perspective:</p> <p>Justification – Evidence for why you placed the document here:</p>
<p>Atlantic Slave Trade and Abolition</p>	<p>Motivation:</p> <p>European or African Perspective:</p> <p>Justification – Evidence for why you placed the document here:</p>

Which, do you believe, was the main motivating factor? Why?

Appendix D: Triangle Trade Annotated Map Directions

1. Label the following on your map:
 - The Americas
 - Europe
 - Africa
 - Atlantic Ocean
 - The Caribbean

2. Draw lines to connect and label the numbers to show which direction the route moved in.
 - Europe to the west coast of Africa (Segment 1)
 - West African coast to the Caribbean islands (Segment 2)
 - Caribbean to Europe (Segment 3)

3. Add the trade goods to the appropriate segment of the trade route.
Cotton Gold Guns Ivory Molasses Rum Slaves Sugar Tobacco Tools

4. Label the trade route between Africa and the Caribbean as the Middle Passage.

5. Read the documents provided to you by your teacher. Think about which part of the Triangle Trade they are describing.

6. After reading the documents describe – in your own words – what that section (see step 2) of the Triangle Trade was like. Annotate your map with the descriptions.

Appendix E: Performance Assessment Rubric

ESSAY RUBRIC	Excellent (A)	Good (B)	Average (C)	Needs Improvement (D)	Unacceptable (F)
INTRODUCTION: Two sentences of clear, focused information that include subject(s).	compelling; provides background and smoothly links opening to thesis	clear and functional; provides background and links opening to thesis	murky; awkward transition to thesis	inadequate or irrelevant; off topic from thesis	missing
THESIS: One or two coherent, concise sentence(s) that clearly addresses the question/prompt; it is arguable and provides an organizational structure for the paper by addressing the WHAT, HOW and WHY.	clear and eloquent	clear, includes a reasonable WHAT, HOW and WHY	too general, merely answers “yes” or “no,” repeats the prompt or does not make clear distinctions between the WHAT, HOW and WHY; OR WHAT, HOW AND WHY present, but lack clarity	unclear; makes no argument or lacks a clear WHAT, HOW and WHY	missing; does not answer the prompt
CLAIMS/TOPIC SENTENCE: Claims/topic sentences transition smoothly between paragraphs and further the argument. Topic sentences/claims are argumentative and clearly connect to the argument stated in the thesis statement by addressing the WHAT, HOW and WHY in this thesis.	persuasive and relate to thesis; has an assertion or statement that further develops the WHAT, HOW and WHY from the thesis	relate to thesis and include a clear sense of the WHAT, HOW and WHY	inconsistent—topic sentences do not consistently address the WHAT, HOW and WHY; or, relate to thesis, but do work to further an argument that supports the prompt	most do not relate to thesis or argument (WHAT, HOW and/or WHY changes from thesis)	none relate to thesis or composed of mere fact
EVIDENCE: Specific details (direct quotes as possible) are introduced and documented (using MLA formatting)	persuasive and seamlessly integrated; all quotes/facts consistently cited properly	clear and acceptably integrated; quotes/facts consistently cited properly	inconsistent and sometimes or consistently awkwardly integrated; quotes/facts consistently cited properly	too general and/or dropped into the text; insufficient evidence; quotes/facts inconsistently cited properly	inappropriate or missing; quotes/facts improperly cited
GRAMMAR AND PUNCTUATION: Excludes run-ons, fragments, comma splices, punctuation, spelling, or other grammatical or punctuation errors; avoids personal pronouns and contractions. <i>Uses historical past consistently.</i>	non-existent or nearly non-existent	few	some	many	throughout

GRADE: _____

TOTAL SCORE: _____/50



FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR WORLD HISTORY 2

Your total score will be converted as follows: A = 46.5 A- = 45 B+ = 43.5 B = 41.5 B- = 40
C+ = 38.5 C = 36.5 C- = 35 D+ = 33.5 D = 32

Appendix F: Performance Assessment Rubric (Commentary)

ESSAY RUBRIC	Excellent (A)	Good (B)	Average (C)	Needs Improvement (D)	Unacceptable (F)
INTRODUCTION: Two sentences of clear, focused information that include subject(s).	compelling; provides background and smoothly links opening to thesis	clear and functional; provides background and links opening to thesis	murky; awkward transition to thesis	inadequate or irrelevant; off topic from thesis	missing
THESIS: One or two coherent, concise sentence(s) that clearly addresses the question/prompt; it is arguable and provides an organizational structure for the paper by addressing the WHAT, HOW and WHY.	clear and eloquent	clear, includes a reasonable WHAT, HOW and WHY	too general, merely answers “yes” or “no,” repeats the prompt or does not make clear distinctions between the WHAT, HOW and WHY; OR WHAT, HOW AND WHY present, but lack clarity	unclear; makes no argument or lacks a clear WHAT, HOW and WHY	missing; does not answer the prompt
CLAIMS/TOPIC SENTENCE: Claims/topic sentences transition smoothly between paragraphs and further the argument. Topic sentences/claims are argumentative and clearly connect to the argument stated in the thesis statement by addressing the WHAT, HOW and WHY in this thesis.	persuasive and relate to thesis; has an assertion or statement that further develops the WHAT, HOW and WHY from	relate to thesis and include a clear sense of the WHAT, HOW and WHY	inconsistent—topic sentences do not consistently address the WHAT, HOW and WHY; or, relate to thesis, but do work to further an argument that supports the prompt	most do not relate to thesis or argument (WHAT, HOW and/or WHY changes from thesis)	none relate to thesis or composed of mere fact
EVIDENCE: Specific details (direct quotes as possible) are introduced and documented (using MLA formatting)	persuasive and seamlessly integrated; all quotes/facts consistently cited properly	clear and acceptably integrated; quotes/facts consistently cited properly	inconsistent and sometimes or consistently awkwardly integrated; quotes/facts consistently cited properly	too general and/or dropped into the text; insufficient evidence; quotes/facts inconsistently cited properly	inappropriate or missing; quotes/facts improperly cited
COMMENTARY: Includes high level of analysis in the context of the topic and makes up for the majority of the essay with sufficient amount of evidence. Answers “So what?” and stays relevant to the argument presented. Two to three sentences <i>minimum</i> . Paragraph always ends with commentary.	persuasive and insightful, explains how evidence supports WHAT and WHY; concludes paragraph and strengthens	relate back to thesis and occasionally insightful, addresses WHAT and WHY; concludes paragraph	inconsistent or unclear, does not consistently address how evidence supports WHAT and WHY or commentary is at times underdeveloped; usually concludes paragraph	significant lapse in development; awkward and/or logically flawed; makes assumptions; does not address WHAT and WHY; rarely concludes paragraph; does not	missing or abrupt; irrelevant or too general



FAIRFAX COUNTY PUBLIC SCHOOLS - SOCIAL STUDIES – C3 INQUIRY LESSON FOR WORLD HISTORY 2

<p>GRAMMAR AND PUNCTUATION: Excludes run-ons, fragments, comma splices, punctuation, spelling, or other grammatical or punctuation errors; avoids personal pronouns and contractions. <i>Uses historical past consistently.</i></p>	<p>non-existent or nearly non-existent</p>	<p>few</p>	<p>some</p>	<p>many</p>	<p>throughout</p>
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GRADE: _____

TOTAL SCORE: _____/50

Your total score will be converted as follows: A = 46.5 A- = 45 B+ = 43.5 B = 41.5 B- = 40
C+ = 38.5 C = 36.5 C- = 35 D+ = 33.5 D = 32