

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – The Middle Passage

Grade - 8

Length of class period – One Class Period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What were conditions like for a slave during the Middle Passage to the Americas?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will be able to locate the Middle Passage.

Students will be able to describe the experiences of a slave during the Middle Passage.

Students will write a journal entry from the perspective of a slave during this journey.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Inquiry Task Worksheet

Map of the Middle Passage

Descriptions and illustrations of the conditions onboard a slave ship

Activities (What will you and your students do during the lesson to promote learning?)

As a whole class, refer students to analyze the Middle Passage map and predict how long the trip will take; identifying Africa, the West Indies, North and South America, and the Atlantic Ocean.

Have students then work in co-operative learning groups to analyze primary and secondary sources describing the Middle Passage.

Each student will complete the Inquiry Task Worksheet.

Each student will complete a journal entry from the perspective of a slave during the Middle Passage.

How will you assess what student learned during this lesson?

Students will complete the Inquiry Task Worksheet and write a journal entry that describes the conditions of the Middle Passage. A whole class discussion on the Middle Passage may follow this activity.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- interpret data in historical maps, photographs, art works and other artifacts;
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;
- examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.