One Country's Slave Trade

OVERVIEW AND BACKGROUND TO LESSON
Since the slave trade is such a huge topic, this lesson will have students focus on one specific country that participated in the slave trade. Students will gather information from the database to document the slave trade for the country they have chosen and will then look at specific data, such as the numbers of enslaved people transported during different time periods and their areas of embarkation and disembarkation.

OBJECTIVES
Students will choose a country to research and, after gathering research data, will create a graphic display of the numbers of people exported and imported by the country they have chosen. On a map they will show where that country embarked and disembarked enslaved people. This lesson would lend itself well to group projects, with one group documenting the numbers of enslaved people transported over time and another group researching the areas of embarkation and disembarkation. This lesson will help students improve their research, graphic, and map skills, while learning about the slave trade.

SUGGESTED GRADE AND COURSE
This lesson is most appropriate for middle school students in a World History or United States History course.

STANDARDS
This lesson aligns most closely with NCHS US History Era 2 Standard 1A and NCHS World History Era 6 Standard 4B. It also aligns with National Geography Standards 1 and 17.

RESOURCES/MATERIALS
Students will be able to find all of the information necessary to complete the assignment on the database. To create the graphs and maps, poster board, colored markers, and blank outline maps will be needed.

ACTIVITIES/PROCEDURES

Students will use the database to gather the information about the slave trade for the area the class has chosen. For those working on the graphic display of slave trade data, they will begin on the database search page: https://slavevoyages.org/voyage/database. Next they will click on the dropdown option for "ship, nation, owner" at the top of the page (Students should be given time to explore these database variables on their own. The "Estimates" page, https://slavevoyages.org/assessment/estimates, will offer access to another source of information.) There are many possibilities for graphic representations of data. By choosing the "Summary Statistics" option at the top of the page, they will gain an overview of the numbers of slaves imported and exported. The other tabs provide other possibilities. For instance, under the "Timeline" tab, students can find the number of voyages, the total or average numbers of slaves embarked and disembarked during different periods, and the number of slave deaths, among other things. Students should make three graphs, each depicting a different aspect of the slave trade for the chosen country. The graphs students create cannot be a duplicate of the table on the website, but should be some other kind of graphic representation.

Students working on the map project will show where the country they have chosen embarked and disembarked the enslaved people it transported. They will start by clicking on the dropdown option for "Ships, nations, owners," scroll to the Flag variable, and then select the country that has been chosen to be researched and click on "Apply." Next, click on the "Tables" tab at the top of the page and select "Embarkation Regions" in the drop-down menu for Columns. This will give students information about the areas from which enslaved Africans were exported by the chosen country and also how many of those enslaved were exported. Next, students can repeat the process to get the information for areas to which slaves were forcibly sent by clicking on "Broad/Specific Regions of Disembarkation" in the same drop-down menus used to get the information on export regions.

The next step for students is to decide how they want to depict this information on a map. By clicking on the "Maps" or "Timelapse" tabs, they can view maps that show information in a variety of ways. They can use the zoom function to increase or decrease the details and specificity of the map. By clicking on the green dots that denote places of embarkation and disembarkation, students can also obtain information about specific ports. Students must then decide how they want their map to look. It should not be copied from the map on the website, but should use different symbols and legends.

Wrap-up Assignment
After completing the graphing and map assignments, students will prepare an oral presentation. They may need to reproduce their maps or graphs in a larger format to make it more useful for their presentation. Alternatively, a power point presentation could be made. Whatever the method of presentation, groups will work together to plan and prepare for the presentation, and each student will participate in the presentation.

ASSESSMENT/EVALUATION

Students should be assessed on the accuracy of their statistics, the quality of their graphs or maps, and the creativity of their presentation. Grades could be assessed individually or for the group. A written assessment could also be used to verify that students understood the information presented by the groups.

VOCABULARY
Embark / Disembark
Triangle Trade
Middle Passage

FURTHER READINGS & DISCUSSION

Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America.* New York: Penguin Books, 1988. (Chapters 1 and 2)

Curtin, Philip D. *Africa Remembered: Narratives by West Africans from the Era of the Slave Trade.* Illinois: Waveland Press, 1997.

Equino, Olaudah. *The Interesting Narrative of the Life of Olaudah, Equiano, or*

Gustavas Vassa, the African. New York: Random House, 2004.

Harms, Robert. *The Diligent: A Voyage through the Worlds of the Slave Trade.* New York: Basic Books, 2002.

Haskins, James. *Bound for America: The Forced Migration of Africans to the New World.* New York: Harper Collins, 1999.

Klein, Herbert S. *The Atlantic Slave Trade.* New York: Cambridge University Press, 1999.

Northrup, David, ed. *The Atlantic Slave Trade.* Boston: Houghton Mifflin Company, 2002.

Discussion Questions

The following questions are specific to the database:

From what areas in Africa did_____export enslaved people?

From which area were the greatest numbers of people exported?

What were the dates during which_____was involved in the trans-Atlantic slave trade?

During which time period were the greatest numbers of people transported?

To what places in the New World were most enslaved people transported?

This group of questions requires textbooks or other resources or requires the students to reflect on what they have learned:

Why were such a large proportion of enslaved people taken to the Caribbean?

Think about what you knew about the slave trade before this lesson and what you know now. Did this change the way you think about slavery in the United States? If so, how?

Think about what you learned about the Middle Passage. You wrote a narrative from the point of view of an enslaved African. Now think about those who worked on the slave ships and try to imagine what it must have been like for them. Why do you think they were able to be so cruel to the enslaved Africans? For this question, you might also make use of the Slave Ship in 3D video on the *Voyages* site:
https://slavevoyages.org/voyage/ship#slave-