

# African Diaspora Resources for Curriculum Development & Inquiry Building

## Topic: African Slave Trade

<p>TOPIC DESCRIPTION</p>	<p>Although slavery existed for thousands of years, between the sixteenth and nineteenth centuries, an estimated twelve million enslaved Africans were brought across the Atlantic Ocean to the Americas on what is known as the Transatlantic Slave Trade. The Africans that came to the Americas came from highly sophisticated societies with their own unique customs, values and cultures. These Africans were kidnapped, forced to endure the Middle Passage, split from their families, mistreated in a variety of violent ways and considered property. The development of the Atlantic Slave Trade and the Middle Passage was a cruel, hazardous journey where many people lost their lives. In the Americas, the life of these enslaved peoples varied from place to place, but it was never easy and the enslaved persons had no rights. The everyday life of slaves varied completely on many factors, but at the end of the day, the people involved were still enslaved persons. The development of Atlantic Slave Trade is one of the key factors of the development of racism in our society today. Some of the deeply rooted racist and prejudiced periods of history are linked and interconnected to the horrific events that occurred during the Atlantic Slave Trade.</p>
<p>STANDARDS ALIGNED TO THIS TOPIC</p>	<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights, and</p>

	<p>citizenship and immigration policies) on the development of North Carolina and the United States.</p> <p>8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).</p>
<p>KEY CONCEPTS</p>	<p>Slavery Migration Trade Racism Oppression</p>
<p>OTHER CONCEPTS TO CONSIDER</p>	<p>Rebellion Colonization</p>
<p>GENERALIZATIONS</p>	<p>*Slavery and the enslavement of people has existed for thousands of years.</p> <p>*Enslaved peoples had restricted freedoms in the Americas.</p> <p>*The Atlantic Slave Trade was the biggest forced migration of African Americans in history.</p>
<p>OVERARCHING INQUIRY QUESTIONS</p>	<p>1. How did the institution of slavery in the Americas influence the social problems that exist in these regions in today's world?</p> <p>2. How was the enslavement of millions of people able to occur?</p> <p>3. How did the development of Triangular Trade and the Middle Passage have a profound affect on the global economy? How did it have a profound affect on the cultures of people on multiple continents?</p>

OTHER QUESTIONS	<ol style="list-style-type: none"><li>1. How did Africans retain their culture and create new cultures while enslaved?</li><li>2. How would the treatment that enslaved peoples received affect their lives?</li><li>3. What is slavery? What different types of slavery exist?</li></ol>
RESOURCES	<ol style="list-style-type: none"><li>1. <a href="#">The Atlantic Slave Trade and Slave Life in the Americas</a> This database has eighteen categories related to African American History. Each of the categories features art and images depicting that category. This database could be used for grades 6-12. It allows students to visualize and search for many different concepts and ideas related to African American History.</li><li>2. <a href="#">The Transatlantic Slave Trade Primary Source Set</a> This primary source set offers discussion questions, a teaching guide, multiple types of primary sources, document analysis worksheets and links to more resources for teacher use. The curriculum is in an open format, so a teacher can pull and use what they see fits best for their classroom needs. These resources and questions would work best in 8-12 classrooms, but could easily be modified for younger grades. Students would need context of the Transatlantic Slave Trade before doing a primary source analysis of these documents and pictures.</li><li>3. <a href="#">The Abolition Project</a> The Abolition Project looks at Transatlantic Slave Trade and Abolitionists throughout history. There are multiple tools like virtual museum boxes, a day in the life of cartoons, timelines, an audio and image gallery and primary sources. The slavery section of this website gives great background knowledge on the extended</li></ol>

history of the Transatlantic Slave Trade. This website could be very useful for students in grades 6-12.

4. [The Transatlantic Slave Trade IN MOTION](#)

This website from the Schomburg Center for Research in Black Culture features an extensive history and timeline of the Transatlantic Slave Trade. Within the texts, there are even links to define words and ideas. There are also links to the sources. This is a great tool to use to help explain certain topics within the Transatlantic Slave Trade like Capture and Enslavement or Legacies in America from the Transatlantic Slave Trade. This website could be utilized in countless ways for grades 6-12.

5. [Slave Voyages](#)

This database chronicles the voyages and names of millions of enslaved persons during the Transatlantic Slave Trade. This database could be used with grades 6-12, but middle grades students may need more direction with how to use the database. Students can search the voyages database, examine estimates of the slave trade, and explore the African names database. There are multiple primary sources that can be used from pictures to maps to texts.

6. [The Atlantic Slave Trade: What Too Few Textbooks Told You](#)

This is a great five minute TED-Ed video to catch students' attention on the Atlantic Slave Trade. The video outlines how slavery has existed for thousands of years, but the Atlantic Slave Trade was one of the biggest forced migrations of a group of people in history. This video could be used with grades 6-12. It would be best to explain some of these topics to students before viewing the video, so that they can have context about what their textbooks never told them.

CULMINATING  
PROJECT

Driving Question: How can we, as historians, preserve and share the voices and experiences of the Transatlantic Slave Trade so that we can ensure that they are never forgotten?

Challenge: The Transatlantic Slave Trade was a horrible time period in the history of our world. Your class has teamed up with local historians in your town to make efforts to preserve and share the voices of the people and experiences from this time period so that they will never be forgotten. Your job, as a group, is to create your own historical infographic that highlights your group's topic related to the Transatlantic Slave Trade. The topics are the Development of Triangular Trade, the Middle Passage, Everyday Life of Slaves (Auctions, Punishment, Tasks to do), Slave Resistance and Rebellions, and The Impact of Slavery on Racism Today. These infographics will be used as secondary sources at your local history museum in an African Cultures exhibit.

\*\*\*Students could possibly partner with the International Civil Rights Museum & Center in Greensboro or the National Museum of African American History & Culture in D.C.