The Slavery Project
Triangular Trade

Focus/Objectives:
- ○ Basis of slave trade in Africa, the Triangle Trade, and slave culture in the US
- ○ Use different forms of documents and are able to interpret, evaluate, recognize bias, and analyze
- ○ Create and communicate knowledge through visual as well as written expression
- ○ Develop deeper awareness of the parties involved in the Triangle Trade as well as the motivations and concerns of all involved.

Evidence of learning:
- ○ Creation of 3D modeled sites that are accurate and contain a reasonable level of detail
- ○ Analysis and synthesis of documents in composition of fictionalized journal entries
- ○ Display of cultural competency in fictionalized narratives in various voices.

Time:
- ○ 8-10 class periods of 50 minutes

Overview and Teacher Preparation:
- ○ There are three sections to this unit: research and preparation, building in a 3D modeling program, and journaling. Although any component of the lesson can be done independently with some minor tweaking, the holistic, immersive, and differentiated approach offered by the entire unit will serve the students better.

- ○ The first day of the unit should involve some objective overview, creating the framework for the work to follow. The "Day 1" plans should be supplemented by work with your school's textbook, which this unit will assume has been done prior to starting the unit.

- ○ The Trans-Atlantic Slave Trade Database is a very rich resource that takes a little bit of time. This part of the unit is intended to use a worksheet provided by the website (in a helpful lesson in its own right, with a partial answer key to the worksheet) to help students understand how to use the database and what type of information they may find. It may behoove the instructor to work through the worksheet themselves before this class period. There is also an instructional

guide posted on the database website. The questions to consider can be part of a discussion at the end of class or part of a reflection they complete for homework.

- The documents and websites are excerpted and compiled for each day of the unit. The links for the sources of the documents and the related websites can be rich resources and are linked in the "Resources" section and in each document title.

- Document discussion days are the perfect opportunity to work on close reading and interpretation of source materials. If you are still at the point in the year when you are working on close reading then the Four Reads method is helpful. Obviously, at this point you must at least model close reading for the students for both a visual and textual source.   If you are past this, then Harkness or Socratic Seminar classes are options.

- Handing in the Minecraft segment is a logistical issue that will depend upon your available time and the level of technology at your institution. You can do any of the following to assess the Minecraft portion of the lesson:
    - Transfer the files. This can be the most complex method. Here are some instruction guides that can help, although savvy students will be the most help here. Note that these guides may be an OS or two behind.
        - For iOS
        - For PC
        - For Mac
        - Between PC and Mac
    - Have a showcase/gallery class where you split the students into 2 groups: one to do the demo, the others to walk around and observe (switch halfway through the class period). Often it is helpful to give the students a simple rubric so they can review the others.
    - Have the students all present to the class. This can be time consuming and might required technology to which you do not have access like an Apple TV, etc.
    - Have individual meetings with each group to review the Minecraft builds. Can be a quick meeting after school.
    - Have the students screen record a walkthrough of the build and upload it to YouTube. This needs a laptop (although there are ways to screen record your iPad it is not worth the hassle, in my opinion)

- The 3D modeling section can be daunting for social studies teachers and students alike, but is a necessary component of the interdisciplinary approach of this lesson. It is recommended that you highlight the real-world application of this type of activity to your students by using examples like Dr. Bernard Mean's work in creating 3D models of artifacts from sites like Ferry Farm.

    Minecraft is the perfect tool to use for this assignment because of its relatively low cost, ease of use, and near-ubiquitous use amongst young people.   If

interested in learning more [MinecraftEDU](#) is a great place to start. You can download a demo of the program or the free iPad version (which will NOT save your work) to acquaint yourself with the program. You can do a [simple internet search](#) to see the possibilities of what can be produced.

One of the best parts of this assignment is the chance to let students become the experts as well. Chances are there are a couple of kids in the class that can be "team leaders" and will not only gain leadership experience but will possibly be the students that you can only reach through an activity like this.

You may need an extra day at some point to work on the basics of Minecraft. This is perfect for a simple project early in the year [Here](#) is a basic tutorial video on Minecraft for the computer/laptop version. The iPad version is even more basic. In addition, here [is a good article](#) on getting started in Minecraft, written by Coolmomtech.

- *IA Note: The goal for the Slavery Project is an interactive timeline. The website as it stands is an example of one of the points on that timeline. The website itself is only a prototype/proof of concept for how the units may look.*

Context:

Authentic Mission for students:

You are helping archaeologists to create a 3D modeled civilizations and must produce a "picture" of given sites that are accurate and related to documented information for a museum exhibit for school children.

An HBO executive, walking with her child through the exhibit, sees your work and is inspired. She wants to turn this period of history into a series. She is interested in taking your accurate depiction of the world as it was and making an extremely historically accurate series. She contacts you and asks for you to create a fictionalized journal entry for each of the 3D modeled sites you created.

Directions for students for project:

You must investigate:
- The parties and numbers involved in the slave trade
- Essays/chapters on the slave trade
- The accounts of those involved in the slave trade (traders & slaves)
- The accounts of those who observe the slave trade
- Visual representations of the slave trade, archaeological artifacts

You must read & discuss:
- For each document use the appropriate [worksheet](#).

- ○ <u>Day 1</u> - Document set #1: Out of Africa
  - ■ In groups, split up docs between group members and answer the following questions:
    - ● What assumptions do Europeans draw about Africans?
    - ● Were those assumptions correct or incorrect?
    - ● How did the different authors, artists, etc. see their role in the slave trade?
- ○ <u>Day 2</u> - Document set #2: Through European Eyes
  - ■ In groups, split up docs between group members and answer the following questions:
    - ● What assumptions do Europeans draw about Africans?
    - ● Were those assumptions correct or incorrect?
    - ● How did the different authors, artists, etc. see their role in the slave trade?
- ○ Click the source title (or the picture) if you need more information than given on this webpage.
- ○ In class on each day, get together with your assigned group, share your worksheets and readings. The class will then come together to discuss the questions as a whole.

You must create:
- ○ **3D images that demonstrate depiction of data**
  - ■ In same groups:
    - ● Build two sites. Select two from the following list of "regions" then select a specific type of location to recreate:
      - ○ Africa (ex. a slave castle)
      - ○ Middle Passage (ex. a slave ship)
      - ○ New World (ex. a slave auction)
    - ● In these sites you should demonstrate:
      - ○ Clear knowledge of the Middle Passage and the departure and arrival ports
      - ○ Accurate and relative level of detail in sites
      - ○ Reflection of substantial research evident in sites
      - ○ You will not have complete knowledge or a full picture of these places. Base your sites on the evidence you have from the documents provided.
- ○ **Written description of 3D images**
  - ■ Write a brief write-up of each of the two sites
    - ● Should describe five specific components of each site and why they were included in the model
    - ● Should include parenthetical citations from the documents provided to support why you included certain features, etc.
      - ○ Ex. This is the sentence (document name)

- ○ **Fictionalized accounts based on the documents and images.**

- Should have at least 2 journals based on the following roles:
    - African or enslaved African
    - Slave Trader/sailor or European observer
    - Plantation owner or plantation owner's wife
- Journal should be one page written document (option for video diary with accompanying citation document available)
    - Should accompany the sites built (one or both) and make specific reference to them as settings
    - Should show evidence of evidence based on documents...making this accurate historical fiction
        - Should consider the following questions and then find the support for how you would answer in the documents:
            - How would this person act or feel?
            - Where would this person be and what would they be doing?
            - How and with whom would this person be interacting?
        - Should parenthetically cite any component of journal influenced by documents
    - Must clearly identify
        - Date
        - Role of person writing the journal