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| **Lesson Title** | Triangles of Trade | **Teacher** | Vodra E. Smith |
| **Grade Level** | 4th | **Duration of Lesson** | 2days |

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| **Lesson Topic** | The Triangular Trade |
| **SC Standards and Indicators** | **Standard** 4-2 The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans and Africans.  **4-2.3** Explain the impact of the triangular trade, indentured servitude , and the enslaved and free Africans on the developing culture and economy of North American |
| **Common Core Strategy(ies) addressed** |  |
| **Academic Vocabulary** | Plantation captivity freeman  Passage slavery Middle Passage  Indies agriculture slavery |
| **Lesson Materials Needed (attached at end of lesson)** | The Nystrom Atlas of Our Country’s History  Activity sheets 22a-22d(Triangles of Trade)  Activity Globes(optional)  Activity Maps  Map Markers  Ball of string  scissors |
| **Content Narrative**  **(**What is the background information that needs to be taught to understand the context of the lesson? Be sure to include necessary citations) | Students need to know why and how slavery was introduced and established in the English colonies in North America. As large farms and plantations were established in Virginia, the planters needed a large labor force to plant and harvest the cashcrop (tobacco). At first, the English attempted to enslave Native Americans. However, this created tensions with neighboring tribes. Also, Native American knew the land so well they were able to easily escape. Diseases were another problem for Native American and caused their population to decline.  Indentured servants were brought from England and had a significant impact on the colonies. Settlers continued to need workers to help in planting and harvesting cash crops, such as tobacco. Poor people from England who had been displaced from their land needed work, while others desired a better or changed life in a different place. The settlers and indentured servant signed a contract in which they agreed that the servant would work for the land owners for a certain number of years in exchange for food, clothing, shelter, and most importantly, passage to the New World. The land owners were also able to secure more land because they paid the passage of the indentured servant (headright system). Often the landowner did not live up to the contract and abused and /or mistreated the indentured servant. The servant hoped that once their time of indentured was over they would have an opportunity to owner their own land. Once they were free, many moved to the backcountry of the colonies in order to claim their land. When the number of potential indentured servants was no longer enough to fill the need for the fieldworkers, the colonists turned to using slave labor from Africa.  Slaves were brought to North America through the triangular trade. Some may see this term as an oversimplification, but it allows students to see the basic routes. Trade routes did follow patterns depending on the demand of exporting and importing goods. The routes were taken between the North American colonies, Europe, Africa, and West Indies. For example, on one route, sugar was purchased in the West Indies and transported to New England to be made into rum. The rum was then shipped to Africa to be exchanged for slaves. The slaves were then taken to the West Indies and sold or exchanged for sugar cane. The sugar was taken back to New England to produce more rum and the cycle continued. Cash crops grown in the English colonies such as rice, tobacco, and indigo, were sold in Europe in exchange for manufactured goods that could not be produced in the colonies (mercantilism). The part of the slave’s journey aboard the ship between Africa and the American colonies is known as the “Middle Passage “Africans were kidnapped by other tribes in Africa and were marched (a coffle) first from the interior of Africa to the coast of West Africa, to the slave ship where they were traded/sold to the ship’s captain who help them until they could fill up the cargo hold. If they survived this leg of a journey, they had to endure the most horrible part- the Middle Passage which means much more than just one part of a journey. It is reference to the inhumane conditions aboard the ships. Since the slave trade was conducted for profit, the captains of the slave ships tried to deliver a maximum number of slaves for minimum cost. Africans were imprisoned as cargo in a stifling space below the ship’s deck. The received little food or exercise while aboard the slave ship. Many slaves did not survive the Middle Passage.  Slaves were brought in from Africa mainly through the port of Charleston to do the fieldwork and had a profound impact on the economy and culture of the colonies. Africans brought with them their own culture, skills, and languages. African were very knowledgeable about raising livestock and the farming techniques needed to cultivated rice in the colonies. This made the rice plantations of the South Carolina profitable. Without African skills and labor, the economy of the Southern Colonies would not have developed these cash crops. Africans also impacted the cooking styles of the South, and consequently later the United States, because they often prepared meals for themselves and the slave owners and thus introduced more variety in preparation than stewing and spit-roasting. They added greens and other vegetables to the plantation owners’ meat and starch diets, thus improving health. Since African came from different tribal groups and spoke no English when arriving in the colonies, some developed distinctive dialect such as Gullah. Gullah was a spoken language of African that developed in the Sea Island off the coast of South Carolina and Georgia. Other customs such as making sea grass baskets and music were important to the slaves’ extension of their previous culture into the New World.  Some slaves in the north were able to work additional jobs in order to purchase their freedom. A child born to a mother in slavery would become a slave. However, if a mother’s freedom was purchased her children would also become free as their status followed their mother’s linage. Many free Africans found work in the north as artisans and apprentices. Later, some slave would fight in the American Revolution in hopes of receiving freedom in return for their sacrifice. |

**Lesson Set**

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| **Content Objective(s)** | The student will:  Identify the main exports of each region.  Describe the trade relationship between regions. |
| **Literacy Objective(s)** | Establish the chronological order in reconstructing a historical narrative.  Identify multiple points of view or biases and ask questions that clarify those opinions.  Identify and explain cause-and-effect relationships.  Identify the locations of places, the conditions at places, and the connections between places.  Create maps, **mental maps,** and geographic models to represent spatial relationships |
| **Lesson Importance** | This lesson is important because students will know that goods and slaves were traded in what is known as the triangular trade routes. |
| **Connections to prior and future learning** | In 3rd grade, students explained the transfer of the institution of slavery in South Carolina from the West Indies.  In 8th grade, students will explain how South Carolinians used natural, human, and political resources to gain economics prosperity, including trade with Barbados, rice planting, and Eliza Lucas Pinckney and Indigo planting and the slave trade. |
| **Anticipatory Set/ Hook (Engage)** | Teacher will ask students what they know about the Triangular Trade.  Teacher will ask students what goods were traded and where they were exported.  Teacher will ask students to names things that are imported and exported from the United States to other countries. |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | Teacher will introduce vocabulary words to students prior to beginning the lesson by having students determine the word as meaning is read aloud in class. |
| **“I do”**  **Skill from objective**  introduce/explain/model | Teacher will do a brief discuss/overview about the Triangular Trade Passage covering North America, Europe, Africa and West Indies  1.Teacher will Identify the main exports of each regions   * By 1770 Western Europe was industrialized. It produced manufactured, or finished, goods. * These goods were exported to other regions that could not manufacture the goods themselves. * The 13 colonies and the West Indies produced raw materials, foodstuffs, and cash crops that other regions were unable to grow. * West Africa exported slaves and gold. * Divide the class into even groups. Hand out Activity sheets 22a-22b, Globes (optional), Activity Maps, and Map Markers to the groups. * Have students turn to the World side of Activity Map.   ACTIVITY 2  Describe the trade relationship between regions   * Explain the trade relationships that developed between regions. * Teacher will identify regions and explain how they became dependent on goods from each other. * Describe how to play the Triangles of Trade Game to students * A. One student offer the product or slaves on his or her Trading Card by saying, “I have\_\_\_\_to trade.” * B. Another student from a different regions calls out, “We want your product.” This should be based on your Trading Card. * The first student holds on to the end of the ball of string and rolls the ball to that region. * That region grabs the string and offers to sell one of its products. * The group then rolls the string to the region that wants it. * Trading continues until there is a complex network of string. |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | As a class, complete step 1 on Activity Sheet 22a.  Give groups time to complete steps 2-5 on their activity sheets.  Complete Activity 2 |
| **Checking for Understanding-“Informal” Assessment** | Teacher will check to make sure that the groups have labeled the four regions correctly. |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | Student will have to answer the following question once completing the Triangles of Trade activity   1. Name two major exports that West Africa had? Slaves and gold 2. The West Indies had two major exports, name them? Sugar and slaves 3. What finished goods did Europeans trade? Cloth, iron, tools, and weapon. |

**Independent Practice**

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| **“You Do”** | Complete Trading Cards Activity sheets 22c-22d.  Write down the name of the regions that exports their goods on trading cards  List the people or goods that their regions wants |

**Summative/ “Formal” Assessment**

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| **Assessment** | **Students will be given an Activity Map and will**  **identify all four regions Activity Map.**  **Draw arrows to show exports from the colonies to/from all regions, label all arrows showing/displaying all good imported/exported from region** |

**Differentiation**

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| **During Lesson** | **Resource students and ESL students will have assessment read aloud to them in an isolated area.** |
| **Assessment** | **Students will identify and name all region out loud to scriber.**  **Students will illustrate or draw import/export goods of 2 regions of their choice.** |

**Reflection**

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| **Lesson Reflection**  (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson) | **This was a great lesson. I really enjoyed teaching map skills to the students. However, it was a bit long for some of the students. The next time I will choose or give different groups different activity sheets to complete. I did notice that it was quite difficult for the students to read the Activity sheets and transfer the information onto the map.**  **I thought the students love owning their work and getting a chance to come before the class to explain their illustration or icons on their maps. At the end of the lesson the students were able to tell/talk about the Triangles of Trade with confidence.**  **I next time I teach this lesson, I will a differently lesson in its entirety so that the students will be able to understand the map skills better.** |

**Materials Needed for Lesson**

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| **Lesson Materials and Handouts** |  |

