

Unit Title: Reflections on the Slave Trade and Impact on Latin American Culture

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6th grade Humanities
2-week unit

Unit Summary: In this mini-unit, students will research and teach each other about European conquest and colonization in Latin America. They will learn about and reflect on the trans-Atlantic slave trade. They will analyze primary source documents from the slave trade by conducting research using the online Slave Voyages Database, reading slave narratives and viewing primary source paintings and photographs. They will reflect on the influence of African culture in Latin America as a result of the slave trade. Finally, they will write a slave perspective narrative, applying their knowledge of all of the above.

Established Goals:

Georgia Performance Standards:

GA SS6H1: The student will describe the impact of European contact on Latin America.

- a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
- b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

GA SS6H2: The student will describe the influence of African slavery on the development of the Americas.

Enduring Understandings:

- Students will be able to describe the impact of European contact on Latin America.
- Students will be able to define the African slave trade and describe the impact it had on Latin America.
- Students will reflect on the experiences of slaves in the trans-Atlantic slave trade.
- Students will be able to describe the influence of African culture in Brazil, Central America and the Caribbean today.

Essential Questions:

- What are the effects of European contact on the indigenous populations and civilizations in Latin America?
- What is the African slave trade and how did it affect Latin America?
- What was life like for slaves in the trans-Atlantic slave trade?
- What aspects of African culture remain today in Brazil, Central America and the Caribbean?

Performance Tasks:

- Formative Assessment: Research and teaching presentation: “What impact did European contact have on the Aztec, Inca and Maya?”
- Formative Assessment: Participation in class discussion on the essential question: “What are some of the effects of European contact with indigenous populations in Latin America?”
- Formative Assessment: Trans-Atlantic slave trade vocabulary work
- Formative Assessment: Slave Voyages Database work
- Formative Assessment: Primary source photo/painting and document analysis
- Formative Assessment: Note-taking on African culture in Latin America
- Summative Assessment: Slave perspective narrative

Learning Activities:

Activity 1: After learning about the Maya, Aztec and Inca—the indigenous populations and early civilizations in Latin America—students will be ready to reflect on these questions:

What happened to these indigenous populations?

Are these indigenous populations and civilizations still around today?

The teacher will build from students’ prior knowledge through a class discussion of these questions. This will mark the beginning of their study of European conquest and colonization of Latin America.

In order to find out more information on the above questions, students will be divided into research groups and each group will explore a particular research question, using various texts. The research questions are listed below.

(Each group will receive a folder with copies of the texts and resources needed to answer their research question. Resources for research are listed below each question.)

a. What effect(s) did European contact have on the Maya? Who conquered and colonized these people? How?

Resources:

- Timeline from **Mayan Kids: From Past to Present**
(<http://www.mayankids.com/timeline2.htm>)
- Article from **Maya and Aztec, Ancient Mesoamerican Civilizations: European Influence and Conquest of the Maya**
(<http://www.maya-aztec.com/2010/08/17/european-influence-and-conquest-of-the-maya/>)

b. What effect(s) did European contact have on the Aztec? Who conquered and colonized these people? How?

Resources:

- Video clip from the **History Channel: “The Aztecs”**
(<http://www.history.com/topics/aztecs/videos#the-aztecs>)

- Article from **The European Voyages of Exploration**: The Conquest of the Aztec Empire: HERNÁN CORTÉS
(http://www.ucalgary.ca/applied_history/tutor/eurvoya/aztec.html)
- Article from **Web Chron**: Central and South America Chronology, The Conquest of the Aztecs
(<http://www.thenagain.info/webchron/americas/cortes.cp.html>)
- Article from **ThinkQuest**: Explorers of the Millenium, Hernan Cortes
(<http://library.thinkquest.org/4034/cortes.html>)

c. What effect(s) did European contact have on the Inca? Who conquered and colonized these people? How?

Resources:

- Article from **The European Voyages of Exploration**: The Conquest of the Inca Empire: FRANCISCO PIZARRO
(http://www.ucalgary.ca/applied_history/tutor/eurvoya/inca.html)
- Interactive article from **PBS**: Conquistadors, the Inca Empire
<http://www.pbs.org/opb/conquistadors/peru/peru.htm#txt>
- Article from **Minnesota State University's EMuseum**: Spanish Conquest
(http://www.mnsu.edu/emuseum/prehistory/latinamerica/topics/spanish_conquest.html)

Student groups will use their research to create a poster and/or teaching materials to teach the class about the answer to their questions. The teacher will provide students with the attached **Rubric for Conquest of Indigenous Populations and the Slave Trade** to guide research, creation of teaching materials and presentation. Classmates will be required to take notes on all presentations using a note-taking format provided by the teacher. Notes will be used to prepare for a class discussion.

Activity 2: After the presentations, students will reflect on the question below and be assessed for their participation in a class discussion on the topic:

What are some of the effects of European contact with indigenous populations in Latin America?

Students will prepare for the discussion using the attached **European Conquest, Colonization and the Slave Trade Discussion** sheet. Students will be graded on their participation in the discussion using a teacher-determined rubric.

Activity 3: The teacher will explain that the class will now begin a deeper exploration of European contact on Latin America.

The teacher introduces the topic of *Slavery and the Trans-Atlantic Slave Trade* by asking the students what they already “know” about these topics. The words “Slavery and the Trans-Atlantic Slave Trade” are written in the center of a huge sheet of butcher paper stuck to the wall of the classroom and as the students state things that are true about the topic, the teacher writes these words and phrases on the paper. Then, after a few students contribute, the teacher pauses

the conversation and allows the students to continue the conversation with a “Chalk Talk” activity.

To set up the “Chalk Talk,” the teacher explains that the butcher paper with the words “Slavery and the Trans-Atlantic Slave Trade” in the center will now be used as a space for them to write down words, phrases, emotions, pictures or anything that comes to mind when they think of this topic. Students are allowed to comment on what other students have written and add on to comments that their peers have made. The teacher sets out a box of markers or crayons for students to freely get up from their seats, participate in the “Chalk Talk” and then sit back down. To participate in “Chalk Talk,” students go to the paper and comment on the topic when they feel moved to do so and there is a marker or crayon available to them. “Chalk Talk” lasts for 5 minutes and all students are silent for this activity. The “chalk” is the only thing that does the talking.

After the “Chalk Talk,” the teacher and/or students facilitate a conversation about what is written on the board, discussing the class’s current knowledge on the topic of Slavery and the Trans-Atlantic Slave Trade.

From there, the teacher passes out pictures, books and articles about slavery and the trans-Atlantic slave trade to each table. She explains that students will rotate around the room, spending time looking at each of these artifacts. She hands out an index card to each student and explains that each student will write down at least 3 things they learn from these resources.

Students spend time rotating from table to table reading and looking at the pictures presented. Some resources used are:

- *Chains*, Laurie Halse Anderson
- *The Middle Passage: White Ships/ Black Cargo*, Tom Feelings
- *From Slave Ship to Freedom Road*, Julius Lester
- *The African Slave Trade*, Shirlee P. Newman
- *Index of slave narratives from the University of Virginia:*
<http://xroads.virginia.edu/~hyper/wpa/index.html>
- *The Atlantic Slave Trade (Lucent Library of Black History)*, Don Nardo
- *The Runaway Slave: A Tale of the British Slave Trade*, Andrew Matthews
- *Copper Sun*, Sharon Draper
- *Letters from a Slave Girl*, Mary Lyons
- *Images from Voyages: The Trans-Atlantic Slave Trade Database:*
<http://www.slavevoyages.org/tast/resources/images.faces>

After looking at these items, the class continues with “Chalk Talk” for 5 more minutes. The teacher asks: what more can you add to our “Chalk Talk” board after viewing and reading the materials presented? After “Chalk Talk,” the class discusses what was added to the wall and the teacher explains that the butcher paper will remain on the wall of the classroom so that students can continue to add to it as they learn more about the topic.

Activity 4: Now that students have begun to think about the topic of slavery and the slave trade, the teacher explains that she will help them discuss this in a mature manner by equipping them

with proper vocabulary to discuss the topic. The teacher gives out the attached **Unit Vocabulary: The Trans-Atlantic Slave Trade** worksheet and students complete it and discuss it. The vocabulary words in the activity are: slave, enslave, slave trade, Middle Passage, embark, disembark, African Diaspora, and captive.

Activity 5:

The teacher explains that in order to move beyond the pictures, books and vocabulary we have looked at in class, we are going to check out a unique Web site called the *Slave Voyages Database* where we will be able to look at primary sources and unique documents from the time of the trans-Atlantic slave trade.

(Remind the class: what are primary sources? A primary source is a document or physical object that was written or created during the time being studied. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include: original documents such as diaries, speeches, manuscripts, letters, interviews; original creative works such as poems, novels, music or art; or original relics such as pottery, clothing or furniture.)

The teacher takes the students to the computer lab, where she is able to model using the Web site on a data projector screen and then students are seated and partnered at a computer. Using a computer and a data projector, the teacher demonstrates how to use the Trans-Atlantic Slave Trade Database: <http://www.slavevoyages.org/tast/index.faces>.

Students then work together on the attached **Using the Trans-Atlantic Slave Trade Database: Voyages** worksheet (developed by Melissa Stucky, in her unit “Exploring the Trans Atlantic Slave Trade Database,” for Tulane University’s Latin American Resource Center) that they will use to gather facts from the site.

After completing the worksheet, the class goes over the findings. Then, the students reflect with each other and with the whole class:

What discoveries were made?

What did you find surprising?

How did the slave trade affect history?

What might be different today if this had not happened?

Are there impacts of the slave trade that you can see today in the world around you?

Activity 6:

The teacher explains that now students will have the opportunity to get a closer look at what daily life was like for the enslaved Africans by viewing primary source photographs and paintings and reading primary source slave narratives.

Part I: Students are divided into groups and each group receives a primary source photograph/painting to analyze. The teacher explains that the photographs and paintings they will look at are from Haiti in the Caribbean and Brazil in South America. Photographs used are from the “Images from the Slave Experience in Haiti” and “Images from the Slave Experience in

Brazil” PowerPoint presentations (available for download from this Web site:
<http://lanic.utexas.edu/project/etext/llilas/outreach/brazil10/>).

Students use the attached **Photo Analysis Worksheet** from the National Archives Administration to analyze the photo together as a group and then they discuss the question: what can we infer that daily life was like for the enslaved Africans based on this photograph?

After discussing the photograph as a group and completing the worksheet reflection, each group will share their photograph with the class and discuss what the group concluded while analyzing and discussing the photograph.

Part II:

The teacher explains that although most enslaved Africans were shipped to the West Indies, the Caribbean and Brazil, not many primary source narratives exist to document slavery experience in Latin America. Therefore, we will look at primary source narratives from slaves in the United States in order to learn first hand what a slave’s life was like. Students remain in groups and each student in the group receives a copy of a slave narrative primary source to analyze as well as the attached **Written Document Analysis Worksheet** from the National Archives Administration that they will use to analyze their slave narrative.

These slave narratives will be used:

Slave Narrative: “The Poor Unhappy Transported Felon’s Sorrowful Account,” 1680
(<http://www.pbs.org/wnet/slavery/experience/living/docs11.html>)

Slave Narrative: “The Interesting Narrative of the Life of Olaudah Equiano,” 1794
(<http://www.pbs.org/wnet/slavery/experience/living/docs5.html>)

“Captain Thomas Phillips’ Journal of the Voyage of the Hannibal,” 1693
(<http://www.pbs.org/wnet/slavery/experience/living/docs3.html>)

Slave Narrative: “The Life of Josiah Henson, Formerly a Slave,” 1849
(<http://www.pbs.org/wnet/slavery/experience/gender/docs8.html>)

After reading the narrative with their group and completing the analysis, students share out with the class what they learned about slave life.

Students and teachers then discuss:

How might slavery and the slave experience in Latin America have been different from those we read about in the United States?

What kind of work did slaves in the Caribbean do?

What kind of work did slaves in Brazil do?

How might living conditions and daily life be different in these areas compared to the United States?

Activity 7:

After reflecting on the slave experience, students will begin to look at the essential question:

What aspects of African culture remain today in Latin America?

Students will look at an example of African cultural influence in Central America, Brazil and Haiti. The classroom is set up into stations. Students will rotate from station to station, taking notes on the essential question above using the attached **Student Note-taking and Reflection** worksheet.

Station 1, Brazil:

- a. Students read “What is Capoeira?” (attached).
- b. Students view pictures of their teacher learning to do capoeira (<http://picasaweb.google.com/missdevine/MissDevineLearnsCapoeira#>) when visiting a Corpo Cidadão school in Belo Horizonte, Brazil. Students learn that Corpo Cidadão is a project of Gropo Corpo and promotes educational opportunities for children and youth in low-income communities through arts education.
- c. Students watch a video of a capoeira performance:
<http://www.youtube.com/watch?v=Z8xxgFpK-NM>

Station 2, Haiti:

- a. Students watch this Birth of Voodoo video:
<http://www.youtube.com/watch?v=xRt6CTb6riY&feature=channel>
- b. Students watch this Voodoo in Haiti video:
<http://www.youtube.com/watch?v=kpeLdXeIbwA&feature=channel>

Station 3: Honduras and Guatemala:

- a. Students watch this video about the Garifuna of Honduras:
<http://www.youtube.com/watch?v=CBb4R95EAoI>
- b. Students watch this video about the Garifuna of Guatemala:
http://www.youtube.com/watch?v=CD1ywfmy_ew

After completing the rotations and reflection questions, students engage in a classroom discussion about the essential question:

What aspects of African culture remain today in Latin America?

Activity 8:

After students have spent time learning about and reflecting on all of the above, the final assessment will be for each student to compile the knowledge that they have gained about the experience of slavery in order to write a slave narrative. A description of the **Enslaved African Narrative Writing Project** is attached. A rubric for how this narrative will be graded is also attached.

Rubric for Conquest of Indigenous Populations and the Slave Trade

Assessed for _____ Research _____

Meeting the Standard	Strengths/Accomplishments	To Work On
Note-taking ES MS AS JB NY You identify main ideas and supporting details in your research. You create and maintain a system for distinguishing between main ideas and supporting details in your research. You take detailed and accurate notes on your research question. Notes are paraphrased in your own words.		
Interpreting ES MS AS JB NY You fully answer your research question and/or identify difficulties in answering your research questions. You create a product to effectively teach the class and show your knowledge and opinions about your topic		
Process ES MS AS JB NY You plan and manage your research time effectively. You ask for help and/or seek clarification when needed. You revise your research questions if needed. You reflect on your research process and work.		

Overall Assessment: _____

Exceeding the **Standard**—**Meeting the Standard** —**Approaching the Standard**—**Just Beginning** to approach the standard—**Not Yet** approaching the standard

Name: _____ Class: _____ Date: _____

European Conquest, Colonization and the Slave Trade Discussion

Use this sheet to help you prepare for a discussion about European conquest, colonization and the slave trade in Latin America.

Discussion expectations: In order to MEET THE STANDARD, students will:

- Come to the discussion prepared with notes.
- Be expected to participate at least twice.
- “Share the air” by allowing others room to speak.
- Listen actively.
- Take notes while their classmates speak.
- Reflect on the discussion afterwards.

For each of the following questions, circle your answer.

Then, find evidence from your notes to back up your answer. Write that under MY EVIDENCE in the columns below.

Questions to consider

1. Did European contact affect the indigenous populations and early civilizations of Latin America and Canada?

NOT AT ALL

A LITTLE BIT

YES

A LOT!

MY EVIDENCE:	EVIDENCE FROM OTHERS DURING DISCUSSION:

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2. Did the African slave trade affect Latin America and Canada?

NOT AT ALL

A LITTLE BIT

YES

A LOT!

MY EVIDENCE:	EVIDENCE FROM OTHERS DURING DISCUSSION:

Name: _____ Class: _____ Date: _____

Unit Vocabulary: The Trans-Atlantic Slave Trade

The following words are key to understanding our current unit. In order to expand your vocabulary and learn to use these words on your own:

1. Write a sentence using each word in a way that proves you know what it means.
Underline the word in the sentence.
2. Draw a picture to show what the word means.

Complete your sentences by: _____ Complete your drawings by: _____

For example:

Word: **Noun**

Part of Speech (POS): Noun

Definition: Person, place, thing, or idea.

Sentence: Most of the first words babies learn are nouns because they want to get things and talk to people like their moms and dads.

Drawing:



1) Word: **Slave**

Part of Speech (POS): Noun

Definition: a person who is owned by someone

Sentence: _____

Drawing:

2) Word: **Enslave**

Part of Speech (POS): Verb

Definition: to make a slave, to strip someone of all freedom

Sentence: _____

Drawing:

<p>3) Word: Slave trade Part of Speech (POS): Noun Definition: the capturing, transporting, buying, and selling of people as slaves</p> <p>Sentence: _____ _____ _____ _____</p> <p>Drawing:</p>	<p>4) Word: Middle Passage Part of Speech (POS): Noun Definition: the infamous second leg of the triangular slave trade voyage, carrying slaves from Africa to the West Indies and the Americas</p> <p>Sentence: _____ _____ _____ _____</p> <p>Drawing:</p>
<p>5) Word: Embark Part of Speech (POS): Verb Definition: to get on a boat or a ship</p> <p>Sentence: _____ _____ _____ _____</p> <p>Drawing:</p>	<p>6) Word: Disembark Part of Speech (POS): Verb Definition: to get off a boat or a ship</p> <p>Sentence: _____ _____ _____ _____</p> <p>Drawing:</p>

<p>7) Word: African Diaspora Part of Speech (POS): Noun Definition: the movement of Africans and their descendants to places throughout the world Sentence: _____ _____ _____ _____ _____ Drawing:</p>	<p>8) Word: captive Part of Speech (POS): Noun Definition: a prisoner Sentence: _____ _____ _____ _____ Drawing:</p>
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Name: _____ Class: _____ Date: _____

Using the Trans-Atlantic Slave Trade Database: Voyages

www.slavevoyages.com

Assessing the Slave Trade: Estimates

Using the interactive table under “Assessing the Slave Trade: Estimates,” look at places where slaves landed (disembarkation). Change the table to show the “broad disembarkation regions.”

1. Fill in the chart below for any region in which more than 1 million slaves disembarked:

Name of region:	# of slaves disembarking:	At least 1 country in region:
British Caribbean		
French Caribbean		
Spanish Americas		
Brazil		

2. Which area of the world had the greatest number of slaves disembark?
3. Did the United States (mainland North America) have more than 1 million slaves disembark?
4. Using the timeline, determine the hundred-year period that shows the greatest movements of captives across the Atlantic.

Assessing the Slave Trade: Introductory Maps

Study Map 1: Overview of the slave trade out of Africa 1500–1900

5. Place the following regions of the New World (United States, Caribbean and Brazil) in order on the continuum below.

Brought in the most slaves

Brought in the fewest slaves

⇓ ⇓

Study Map 6: Countries and regions in the Atlantic World where slave voyages were organized.

6. Write down (in order, with greatest % of voyages first) the regions that organized at least 10% of the slave voyages.

Study Map 7: Major coastal regions from which captives left Africa.

7. List the four areas with the greatest number of embarkations.

Resources: African Names Database

Explore the African Names Database. There are 67,004 names included, only a small portion of people who were shipped across the Atlantic. In order to focus on a smaller number of names, change the query to match your gender and age. Use these limits to search.

8. Once you have looked over your options, choose two people and complete as much information as you can about their journeys. Use the “voyage ID” link to collect additional information.

	Person 1:	Person 2:
Name		
Age		
Ship name		
Arrival date		
Embarkation		
Disembarkation		
Flag on vessel		
Total slaves on ship		
Number of days for Middle Passage		
Outcome of voyage for slaves		

Voyages Database: Search the Voyages Database

Explore the Voyages Database, where 34,940 voyages are documented. When you click on a voyage you will get additional information; you will also have a map tab at the top that shows you a map of that particular voyage. Another option is to click on the yellow headings of the table to resort the data.

Using the variables at the side, you can control what appears in your search. Anytime you want to reselect a variable, be sure to click on “new query” to clear your last search.

9. Complete the table below:

	Voyage 1:	Voyage 2:
Name of ship		
Name of captain		
# of voyages this captain made		
Year and flag		
Voyage length		
# of slaves who died on ship		
Total slaves disembarked		

See if you can answer the following questions:

10. How many voyages were made under the United States flag?

11. How many voyages landed in Brazil?

12. Record the results of one of your own searches:

What variable did you control: _____

What selection did you make: _____

How many voyages meet this variable: _____

13. Write down any reactions. What surprised you? What are your thoughts?

[Reset Form](#)

Photo Analysis Worksheet

[Print Form](#)

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

[Limit response for each question to 5 lines of text](#)

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

[Reset Form](#)

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

[Print Form](#)

1.	TYPE OF DOCUMENT (Check one):	
	<input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum	<input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):	
	<input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> 'RECEIVED' stamp <input type="checkbox"/> Other
3.	DATE(S) OF DOCUMENT:	
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT:	
	POSITION (TITLE):	
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?	
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) Limit response for each question to 3 lines of text	
	A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document:	

Name: _____ Class: _____ Date: _____

Student Note-taking and Reflection

What aspects of African culture remain today in Latin America?

Directions: Complete the tasks assigned to you at each station. After completing the tasks at the station, reflect on the following questions.

Country	What is one example of African cultural influence on this country today?	Describe the African origins of this cultural tradition.	Draw a picture to represent something you learned about this cultural tradition. Be sure to label your drawing.
Brazil			
Honduras & Guatemala			
Haiti			

What is Capoeira?

One of the major manifestations of African influence in Brazil is capoeira: a game that involves music, dance, singing, martial arts, strategy and acrobatics.

Researchers believe that capoeira was brought to Brazil by Africans from Central Africa in the 1700s and 1800s. Like many African rituals, capoeira was illegal until the mid-1900s and was viewed as a form of criminality. In the 1860s, capoeira played a legendary role in the War of the Triple Alliance between Brazil, Argentina and Paraguay. Without a formal army, Brazil emptied its prisons and offered slaves their freedom if they became soldiers. Through this process, capoeira shifted its meaning nationally from one of criminality to one of national pride. Since then, capoeira has suffered censorship and persecution in Brazil, but in the 1930s and 1940s some capoeiristas opened schools, formalized the game, and began to teach it to students around the world. Today, capoeira is practiced and played in almost every major city in the world.

From the unit, “Dance, Fight, Sing: Capoeira from Africa to Brazil” by Rachel Carrico.

Name: _____ Class: _____ Date: _____

Enslaved African Narrative Writing Project

For this project, you will compose a narrative piece written from the perspective of an enslaved African. You may write in the form of a monologue, song, poem, multi-entry journal or other teacher-approved format in order to demonstrate creatively your understanding of the slave experience. Your narrative piece must include descriptive and detailed answers to the following questions, based on factual evidence learned in class. Your narrative piece will be graded with the rubric attached.

You are writing from the perspective of an enslaved African person:

- From what part of Africa did you come? From what country or region? From what tribe or kingdom?
- How were you captured? Who captured you?
- Where were you taken?
- How were you taken there?
- What was the sea route used to transport you from Africa to your region? (Must show in map format and description)
- What was the trans-Atlantic voyage like?
- What were your observations upon arriving to the New World?
- What was daily and work life like for you and the slaves in your region?
- What aspects of African culture did you and/or other slaves bring from Africa to your region in the New World?
- What did you feel or think throughout this entire experience?

As always, we will use the writing process to DRAFT, REVISE, EDIT and PUBLISH this piece. After we have published our writing, we will have a published piece presentation day when we will share these narratives as a class.

Rubric for Enslaved African Narrative Writing Project

Assessed for _____ Writing _____

Meeting the Standard	Strengths/Accomplishments	To Work On
<p>Process ES MS AS JB NY</p> <p>Prewriting: You use your peers, teachers, notes, atlases, and classroom resources to brainstorm ideas for writing.</p> <p>Revising and Editing: Your writing shows changes over time based on peer and teacher feedback. You turn in multiple drafts.</p> <p>Peer Editing: You assist your peers in improving their work. You give constructive feedback based on the rubric.</p>		
<p>Clarity and Organization ES MS AS JB NY</p> <p>You write in narrative format featuring a believable plot with a beginning, middle and end. Your writing has a sense of closure.</p> <p>The sequence of the story is written in a logical order that moves the piece forward.</p> <p>Your writing is from a first person point of view.</p> <p>You include important details and exclude unimportant information.</p>		
<p>Style and Techniques ES MS AS JB NY</p> <p>You use specific examples to “show” rather than tell.</p> <p>You use sensory details to describe the setting events and characters in your writing</p>		

Conventions ES MS AS JB NY You identify commonly misspelled words and take steps to learn them.		
Content ES MS AS JB NY You include details relevant to the historic time and place based on what was learned in class about the trans-Atlantic slave trade and slave experience.		

Overall Assessment: ____

Exceeding the **Standard**—**Meeting the Standard** —**Approaching the Standard**—**Just Beginning to approach the standard**—**Not Yet approaching the standard**