

The Transatlantic Slave Trade Group Project

This assignment has two major pieces - an experiential and historical component. Group members will have an opportunity to be both a historian and a witness of the Transatlantic Slave Trade. Through web-research you will examine the various dynamics of the Transatlantic slave trade. Specifically, you will look at the background of several indigenous West African tribes that would ultimately become the slaves that are transferred to the lands colonized by Europeans. In order to understand the cataclysmic event that was the Age of Slavery, which will lead to the commercial revolution and globalization, it is important to understand the causation; specifically, what was African tribal life like in the region hit hardest by the slave trade (coastal West African region)?

Background:

In the first part of the assignment, one group member will be assigned a tribe indigenous to this part of the world. The task is to research the history and culture of this unique tribe. Explicitly, through web research, he/she will be required to present the location of the tribe (a map) and the cultural value system (art, music, religion, trade, resources, history, language, social structure, etc...). This is the background to the transatlantic slave trade. The information will be presented to the class in the form of a presentation. You are encouraged to use any web resource presentation tool found on the library website at <http://cchsdatabases.concordcarlisle.wikispaces.net/Web+2.0+Tools> or PowerPoint.

Experiential (letter):

Next, one group member will be required to react to the video *The Middle Passage*. Utilizing your ability to transcend out of your persona and step into the mind of others, write a letter explaining the journey for the sake of posterity (assumption is you survived the trip). This is something you want your children and your grandchildren to read and experience so they have an idea of where they came from and why they should strive for greatness. You want to inspire them with the truth - the perseverance of the human spirit, the tragedy of slavery, the hardships, the pain and agony of watching others suffering and die, and the inhumane treatment of humans by other humans. Although this may prove to be difficult, it is a part of our collective history and it should be embraced and recognized as a society, despite individual background, in order to move forward. (2 page, well-crafted, well-written essay). Next, the group will incorporate excerpts from the letter into the presentation through a dramatic reading.

Arrival:

Next a group member will research the port of arrival, which will be assigned by the teacher. Specifically, give a brief history of the port city and the surrounding area (and maps). What European power colonized the area? Why were the slaves needed (economic need/motivation)? How were the slaves treated upon arrival and how were they treated after sale? What was their life expectancy? The long-term effect/impact of Slavery in that specific region (i.e. racism, intermarriage, legal segregation etc)? You will include your findings as part of your presentation using any web resource presentation tool found on the library website at <http://cchsdatabases.concordcarlisle.wikispaces.net/Web+2.0+Tools> or PowerPoint.

This project is worth 100 points.

The following rubric will be used to grade your Transatlantic Slave Trade project. Your grade will be comprised of individual work (50%) and the group work (50%). Each section will be graded with the following points:

- 5- Exceeds Expectations
- 4- Meets Expectations
- 3- Meets some expectations
- 2- Meets few expectations
- 1- missing

Individual work:

Synopsis within presentation:

- at least 3 sources are used and cited
- visual aids as stated in process steps are present
- information is presented in a clear and organized fashion
- Presentation is free from errors
- criteria as stated in process steps are addressed
- synopsis demonstrates understanding of Transatlantic Slave Trade

Presentation:

- individual contributes equally
- individual explains his/her section clearly and articulately
- individual addresses all requirements (from the assigned section)
- individual synthesizes cause/effect of Transatlantic slave trade

Group Work:

Presentation:

- presentation is clear and organized
- pictures/map/zeitgeist are present
- team works well together
- roles are evenly distributed
- essential question are addressed and synthesis
- connections

Conclusion/findings

- demonstrates an understanding of the time period
- demonstrates an understanding of the influence of the Transatlantic Slave trade
- Enduring understanding is addressed and clear
- Hypothesis is logical and demonstrates historical comprehension of cause and effect

West African Tribes/empires

General Sites:

<http://www.uiowa.edu/~africart/toc/people.html>

<http://www.africaguide.com/culture/tribes/index.htm>

1. Anlo-Ewe

Anlo-ewe culture site:.edu

2. Yaruba tribe

3. Dahomey empire

google: Dahomey empire site:.edu

4. Berber tribe

5. Ashante tribe

6. Songhai tribe (empire)

<http://www.wsu.edu:8080/~dee/CIVAFRCA/SONGHAY.HTM>
chnm.gmu.edu/fairfaxtah/lessons/documents/africaPOSinfo.pdf

7. Mali Empire

Type in Empire of Mali site:.edu all of first page is useful

http://www.bu.edu/africa/outreach/materials/handouts/k_o_mali.html

8. Empire of Ghana

chnm.gmu.edu/fairfaxtah/lessons/documents/africaPOSinfo.pdf

Port of arrival for slaves

General sites:

Slaveryinamerica.org

1. Haiti

<http://www.utexas.edu/cola/orgs/hemispheres/curriculum/slavery.php>

2. Brazil

Google history of slavery in Brazil

3. Cuba

4. Portugal

5. British America

6. New Orleans

Google history of slavery in New Orleans

Due Dates:

November 13th: 3 sources

November 20th: 3+ pages of notes on your topic

November 27th: Outline of presentation plan

December 3rd: Presentations begin

December 10th: Group-Self Evaluation Due