Beginning at least as early as 1502, European slave traders shipped approximately 11 to 16 million slaves to the Americas, including 500,000 to what is now the United States. By the beginning of the eighteenth century, slaves could be found in every area colonized by Europeans.

Did you ever wonder where slaves came from? There were not any slaves in the United States when Columbus discovered America. Better yet where did you come from? Where did your heritage start? I am sure you would like to know. Before you’re done, you’ll know about slavery and the horrible and inhumane things that slaves had to endure on the way over here. Get ready to board this ship for the journey of your life.

Are you ready for the three month journey through the infamous Middle Passage across the Atlantic Ocean? Are you ready to be sold to the highest bidder? Up for Slavery! Let’s see if you can escape slavery! Good Luck!

Ask students to brainstorm individuals or groups who were affected by the revolts. Write their answers on the board with a brief description of their role in the revolt.&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbs...
the assigned reading.
Before starting the lesson, debrief the narratives using information from the reading reflections sheets. Assign students to workgroups for completion of the map project. Student workgroups should be mixed, representing students that have read the different narratives. Have students use ThinkWrite-Pair-Share to list the influences from other cultures and ethnic groups that they see in their community. Ask students to identify if it is a cultural influence or an economical influence on the community.

Explain to students that they will be exploring the history of the slave trade, including the phases, routes, and the location of settlements, as well as the resulting impact that African Americans have had on the settlement areas.

Assign students to workgroups for completion of the map project. Student workgroups should be mixed, representing students who have read the different narratives.

Give each group of students a Map Assignment Task Sheet, and explain the focus of the task and the expected product the group is to develop.

Instruct student groups to complete the map assignment.
Once they have completed the map activity, have students select an area of colonization and research the economic and cultural impact that African Americans have had on the area.

Tell student groups they should add icons representing the economic and cultural impact on the area. Then, have each group present their maps to the class and explain the icons they have selected for the area they researched.

For each student group, using the Cartoon or Visual Assignment Sheet, to create a three-panel cartoon or visual that details the region before, during, and after settlement of African Americans.

Assign students to write a newspaper editorial that outlines the economic and cultural impact that African Americans have had on areas of settlement. Score students' editorials using the Attachment E: Editorial Rubric.


The New York Public Library's other research libraries, including the Humanities and Social Sciences Library, maintain online exhibitions. The Map Division's Slaughter Collection features early colonial maps, navigational charts, and globes that would have been used by the sea captains involved in the Atlantic slave trade in the exhibit In thy map securely sail.

Social Studies (Geography, Political Science): Because the earth is a sphere and three-dimensional, all two-dimensional maps sacrifice some accuracy. The Peters Projection Equal-Area Map referenced in this lesson is an effort to portray earth's land masses in accurate relative size, although the actual shape of the landforms are somewhat distorted. Ask students to locate examples of different map projections of the earth (plane chart, Mercator projection, Polar projection, Robinson projection, Conic projection, Polyconic projection, Sinusoidal projection, Cylindrical projection, Azimuthal Equidistant projection, Goode's Homolosine Equal Area projection, Lambert Azimuthal Equal Area projection, etc.), and to identify the aspects of each that are accurate and those which are distorted.

Mathematics (Geometry): Collaborate with the geometry teacher to illustrate graphically what happens to points that are evenly distributed on a sphere (which may be an orange peel, old tennis ball or a computer generated sphere) when they are flattened out into two-dimensions. &nbsp;

Slave Auctions in South Carolina &nbsp; Grade Level: 8th &nbsp; Academic Standards: Historical Background &nbsp; Materials &nbsp; Lesson Plans: Reflections &nbsp; Assessment &nbsp; Examples &nbsp; Credit &nbsp; Academic Standards &nbsp; Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.3 Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina’s establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony.

8-1.6 Explain how South Carolinians used natural, human, and political resources to gain economic prosperity, including trade with Barbados, rice planting, Eliza Lucas Pinckney and indigo planting, the slave trade, and the practice of mercantilism.

Social Studies Literacy Elements
L. Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts

Slavery in America began in Jamestown around 1619, but the history of African enslavement began in Africa during a much earlier time. Africans' journey into slavery began on the"Dark Continent" itself with Africans enslaving Africans. Eventually Arabs would come from the east to create a lucrative trade in slaves with African chieftains. When the New World is discovered the Africans would become the workhorses of colonization.

The journey into slavery was as cruel and torturous as the institution itself. It involved greed, warfare, and eventually a misunderstanding of what slavery in America was like as compared to slavery in Africa. While slavery was an institution in Africa, it was not one based on race and the idea of inferiority. Instead slave status was based on conditions in life such as crime, debt, and tribal warfare. Once the Arabs and Europeans became participants, African slavery was exported to the Americas and became race related.

Enslavement began with capture by slave traders. Millions of Africans were driven hundreds, thousands of miles to what came to be called the Slave Coast after being kidnapped from their homelands. The trip was inhumane with the use of leather ties, wooden yokes, iron shackles, and chains. Once reaching the coast, the Africans were delivered to slave factories or barracoons for keeping until ship captains arrived to purchase their human cargoes. The captains and their emissaries checked the people for disease, blemishes, deformities, and strength. They made their deals for those selected. Rum, iron bars, etc. were items traded for human flesh. Once purchased the Africans were removed from the barracoons and branded, chained, thrown into small boats, and delivered to the waiting slavers anchored off the coast.

The part of the journey into slavery that was the worst was the"Middle Passage". The horrors were gruesome. There are many accounts such as"Amistad" and others found on the pbs.org website if you wish to read more. Millions of Africans died during the Atlantic crossing. Some slavers delivered their cargo to the West Indies where the Africans were seasoned (trained in plantation life); others were taken directly to the colonies. Charleston was the main port of entry for slaves coming to America.

Upon arrival at Charleston, the Africans were unloaded at Sullivan's Island to be cleaned, prepped, disinfected, and quarantined...
before entering the city. There was great fear of contagious diseases and epidemics such as smallpox spreading through the city. Charleston had suffered many such calamities during her history. The poor conditions on board slaves made epidemics a strong possibility.

Africans would be delivered to the auction warehouses where plans had been made for auctioning. Most auctions were public. Fliers were posted and notices sent to newspapers announcing the date, time, and specifics about the cargo. The slaves could be purchased by “the Africans” or those who were put on the block just like animals. The treatment was very humiliating. Families, tribal members, friends were separated as the platters or their buyers made their purchases. Auctions were also held to sell groups of slaves from plantation to plantation and from the estates of planters. The price a slave depended on such factors as sex, age, health, need, skills/talents, and availability.

Important to note: slavery sustained Southern cash crop agriculture by providing labor necessary for growing and harvesting vast quantities of agricultural crops for world markets. In early colonial days, rice ruled the roost, so to speak, in South Carolina, but by the 1850s, cotton was king. Cotton production was labor intensive, and by the eve of the Civil War, cotton prices were at all time highs. South Carolina plantation owners profited greatly from a system that factored the cost of slave labor as a cost of production. Further, oppressive race-based slavery maintained political and social order in a state with a White minority population.

Following the Slave Trade Route Plan

Overview

The enslavement and forcible transportation of men, women, and children from Africa spanned more than three centuries. The slave trade and its subsequent impact greatly changed the world. In this lesson students will identify some of the characteristics of the slave trade, the locations of colonies and communities settled by African slaves, and the impact the individuals have had on the area.

Exhibitions. The Map Division’s Slaughter Collection features early colonial maps, navigational charts, and globes that would have been used by the sea captains involved in the Atlantic slave trade in the exhibit In thy map securely saile. The New York Public Library’s other research libraries, including the Humanities and Social Sciences Library, maintain online exhibitions. The Map Division’s Slaughter Collection features early colonial maps, navigational charts, and globes that would have been used by the sea captains involved in the Atlantic slave trade in the exhibit In thy map securely saile.


The sources and character of cultural, religious, and social reform movements in the Antebellum Period (e.g., the connection between industrialization and immigration, how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity).

Important to note: slavery sustained Southern cash crop agriculture by providing labor necessary for growing and harvesting vast quantities of agricultural crops for world markets. In early colonial days, rice ruled the roost, so to speak, in South Carolina, but by the 1850s, cotton was king. Cotton production was labor intensive, and by the eve of the Civil War, cotton prices were at all time highs. South Carolina plantation owners profited greatly from a system that factored the cost of slave labor as a cost of production. Further, oppressive race-based slavery maintained political and social order in a state with a White minority population.

Students will understand &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
sacrifice some accuracy. The Peters Projection Equal-Area Map referenced in this lesson is an effort to portray earth's land masses in accurate relative size, although the actual shape of the landforms are somewhat distorted. Ask students to locate examples of different map projections of the earth (plane chart, Mercator projection, Polar projection, Robinson projection, Conic projection, Polyconic projection, Sinusoidal projection, Cylindrical projection, Azimuthal Equidistant projection, Goode's Homolosine Equal Area projection, Lambert Azimuthal Equal Area projection, etc.), and to identify the aspects of each that are accurate and those which are distorted.

Mathematics (Geometry): Collaborate with the geometry teacher to illustrate graphically what happens to points that are evenly distributed on a sphere (which may be an orange peel, old tennis ball or a computer generated sphere) when they are flattened out into two-dimensions.

---

**Evaluation**

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Construction</td>
<td>The Quality of the collage is great. The student spent a lot of time making it presentable.</td>
<td>Quality is good. The drawing, pictures, text, neatness. The student spent some time on this.</td>
<td>There was some effort put into making the collage. The overall quality is poor.</td>
<td>The college was quickly put together with no fonts, title or graphics.</td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>There was a nice arrangement of front and pictures with borders, facts and other neat things.</td>
<td>There was a nice arrangement of front and pictures in the collage.</td>
<td>The student put the picture and the font in any order and made no effort to make a common theme.</td>
<td>The student did not make or customize any of the items on the collage.</td>
<td></td>
</tr>
<tr>
<td>Attention to Theme</td>
<td>The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items the relationship is clear without explanation.</td>
<td>The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.</td>
<td>The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.</td>
<td>The student's explanations are weak and illustrated difficulty understanding how to relate items to the assigned theme.</td>
<td></td>
</tr>
<tr>
<td>Number of Items</td>
<td>The collage meets all the requirements.</td>
<td>The collage includes less than 90% of what is required but more than 75%.</td>
<td>The collage includes less than 75% but more than 50% of what is required.</td>
<td>The collage contains fewer than 50% of what is required.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

---

**Conclusion**

This web quest will allow the students to learn about the history of slavery from the shores of Africa to the shores of the United States. This will permit the student to themselves in the place of the slave. There are facts and excitement in this assignment. Each student will get an opportunity to work in groups as well as working alone to complete their work. Students will see how social studies happen every minute and that we will never be able to capture those moments again.
This webquest is designed to help teachers in teaching their students about the lives and the contributions that slaves made in shaping this country. It will allow them to expand their imaginations.

PO 1. Construct charts, graphs, and narratives using historical data. PO 2. Interpret historical data displayed in graphs, tables, and charts. PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people). PO 4. Formulate questions that can be answered by historical study and research. PO 5. Describe the difference between primary and secondary sources. PO 6. Determine the credibility and bias of primary and secondary sources. PO 7. Analyze cause and effect relationship between and among individuals and/or historical events. PO 8. Describe how archaeological research adds to our understanding of the past.

Standards

Credits

Other