

Teacher Guide for the Lesson on **transatlantic slave trade**

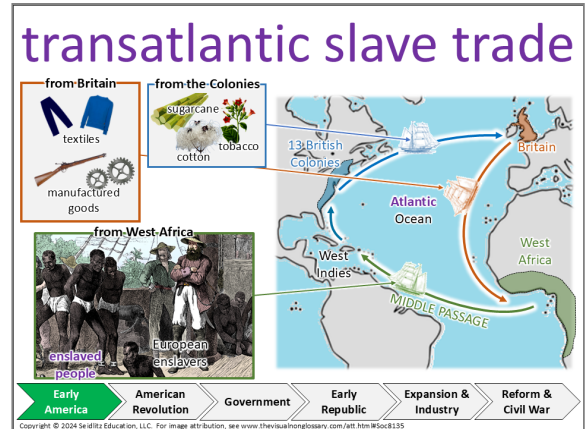
Standard:

8.12(B)

Content Objective:

We can explain reasons for the development of the **plantation** system, the spread of slavery, and the role of the **transatlantic slave trade**.

Language Objective: Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:



Which region benefitted most from the **transatlantic slave trade**: the 13 British Colonies, Britain, or West Africa? Why?

*I think _____ benefitted most from the **transatlantic slave trade** because...*

Other key vocabulary: [plantations](#)

By studying this visual, students might:

Notice	Wonder
<ul style="list-style-type: none"> Portugal and Spain were early leaders in the transatlantic slave trade. 	<ul style="list-style-type: none"> Why did the transatlantic slave trade last for so long?
<ul style="list-style-type: none"> Millions of enslaved Africans were sent to the Americas. 	<ul style="list-style-type: none"> What were conditions like on the ships?
<ul style="list-style-type: none"> Britain became the biggest transporter of enslaved people by the 1700s. 	<ul style="list-style-type: none"> How did this trade affect families in Africa?
<ul style="list-style-type: none"> Enslaved people worked on plantations growing cash crops. 	<ul style="list-style-type: none"> Did people in the colonies try to resist slavery?

<ul style="list-style-type: none"> • The slave trade affected Europe, Africa, and the colonies in different ways. 	<ul style="list-style-type: none"> • How did this system shape the future of the Americas?
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EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENTIAL
<p>Trans- means</p> <p>It was called the transatlantic slave trade because...</p>	<p>How was the transatlantic slave trade related to plantations?</p> <p>The transatlantic slave trade was related to plantations because...</p>	<p>Which region benefitted most from the transatlantic slave trade: the 13 British Colonies, Britain, or West Africa? Why?</p> <p>I think _____ benefitted most from the transatlantic slave trade because...</p>

Example Student Responses to the Observational Question

Low-Level	High-Level
<p>I notice that people were taken from Africa and sent to the colonies.</p>	<p>I notice that enslaved Africans were forced from West Africa to different regions like the Caribbean and the 13 British colonies, mainly to work on plantations, and that this trade involved several countries over hundreds of years.</p>

RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).



- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.

Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
The purpose for reading is to learn how the transatlantic slave trade helped build the plantation system and how it changed Africa, the colonies , and the Americas.	<ul style="list-style-type: none"> • How the transatlantic slave trade worked • The role of plantations in the colonies • Who was involved in the trade • How the system changed different regions • The lasting impact of the trade on people and economies 	<p>What were the long-term effects of the transatlantic slave trade on Africa, the colonies, and the Americas?</p> <p>One long-term effect of the transatlantic slave trade on the colonies, Africa, or the Americas was...</p>

STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.

DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.