

Daily Lesson Plan (5th Grade)

Teacher: Patricia Marks-Sund
Subject: History and Social Sciences

Lesson Date:
Unit Title: Enslaved Africans in Early New England

Standards: Grade 5: United States to the Civil War and the Modern Civil Rights Movement.

Topic 1: Early colonization and growth of the New England colonies.

HSS.5. T 1.05 Origins of slavery in all the colonies through the 18th century, and the prevalence of slave ownership, including by many of the country's early leaders.

HSS.5. T 1.06 Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.

Resources: <http://1704.deerfield.history.museum/popups/background.do?shortName=expSlavery>
<https://www.bing.com/videos/search?q=ship+with+enslaved+afticans&&view=detail&mid=81BBB0F097C0EF9DA2A81BBB0F097C0EF9DAD2A&&FORM=VRDGAR> Ships of Slaves-The Middle Passage
Web of Profit document PDF

Lesson Objectives:

The student will be able to (SWBAT)

- Tell the origin of slavery in the colonies.
- Name reasons for the increase of enslaved Africans.
- Describe the conditions enslaved Africans endured crossing the Atlantic Ocean.

What will they DO to learn it?

- Students will view a map of the 13 colonies and listen to teacher give a brief lecture about the reasons why enslaved Africans were taken from their homes to the colonies.
- Students will view primary and secondary sources that reflect the material presented.

Essential Question: Why did slavery exist in the colonies, and in particular, New England?

What is essential for students to examine so as to come to an understanding of key ideas and processes?

Differentiation: How will my lesson satisfy the needs of all learners?

- Individualized instruction
- Individualized remediation
- Varying sets of comprehensive questions
- Small groups
- Individualized enrichment materials
- Student choice

Accommodations: How will my lesson satisfy the needs of all learners?

- (Visuals, videos, pair, and group work.)
- IEP
- SEI
- 504

TIME	INSTRUCTIONAL SEQUENCE
5-	Activator/Do Now: (<i>What meaningful activity connected to prior or present lesson will students complete as soon as they enter the classroom?</i>)

10min	<p>To review the 13 colonies, show map of them numbered and have students number their papers and write the names of the colonies.</p> <p><i>Differentiate: Students with IEP, 504, SEI-Provide a map and a list of the 13 colonies and students enter the name of each colony onto the map.</i></p>
min	<p>Engage/Motivation: (How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</p> <p>Show about a foot of a stalk of raw sugar cane and ask students if they know what it is. (Pair share) Pass the stalk around so students may have a better look and feel. Do not yet mention what it is. Ask who likes gum, cake, ice cream, etc. Then tell them that without this (taste a small piece {cut into 2-inch pieces prior and see what their reaction is} it wouldn't taste the same.</p>
min	<p>Whole Group Instruction: <i>What ways will you focus the lesson and present key points and new information? (I DO)</i></p> <p><i>By now students would have guessed that it is sugarcane and the ingredient for most food items to make them sweet.</i></p> <p><i>Then ask: What does this have to do with the lesson?</i></p> <p><i>Tell students that this is the one crop that was very successful in the Caribbean and because of its success, many workers were needed.</i></p> <p><i>Continue giving background information on how enslaved people from the continent of Africa were taken and brought to do the work needed to cultivate this popular crop.</i></p> <p><i>Then ask students: How do you think Africans were brought to New England? Give background information taken from http://1704.deerfield.history.museum/popups/background.do?shortName=expSlavery on Slavery and the Slave Trade in Colonial New England by Joanne Pope Melish</i></p> <p><i>Emphasize how "Massachusetts remained the principal American slave trading colony until 1700, after which Rhode Island became the center of the American slave trade."</i></p>
min	<p>Group Practice/Small Group Instruction: How will you structure the class to facilitate group discussion, student collaboration and re-teaching/intervention? (WE DO)</p> <p>To each group, pass out a map that shows the western part of Africa, Britain, and the American east coast. As you read about the Triangular Trade, have students listen and mark arrows on the map showing the trade routes. Challenge students by adding a symbol to represent other items being shipped.</p> <p>Then show video clip of conditions enslaved Africans endured aboard ship: Ships of Slaves-The Middle Passage https://www.bing.com/videos/search?q=ship+with+enslaved+afticans&&view=detail&mid=81BBB0F097C0EF9DAD2A81BBB0F097C0EF9DAD2A&&FORM=VRDGAR</p> <p>Discuss by asking questions related to the reading.</p> <p>After this, read the selection: Bill of Sale for a slave named Prince http://www.americancenturies.mass.edu/activities/media.jsp?itemid=7799&img=0</p> <p>and ask the questions below. Students pair share their responses. Call on volunteers for answers.</p>
min	<p>Independent Practice: What strategies will you incorporate to supply students with individual practice and</p>

autonomy? (YOU DO)

Pass out the following documents to different groups. Students may divide the reading among the group. Give shorter readings to students with special needs:

- Parthena: <http://1704.deerfield.history.museum/popups/people.do?shortName=Parthena>
- Frank: <http://1704.deerfield.history.museum/popups/people.do?shortName=Frank>
- Bill of Sale for Slave Named Kate:
<http://www.americancenturies.mass.edu/activities/media.jsp?itemid=7797&img=0>

Students each read a few lines (previously numbered) and answer the following questions (assign jobs such as the reporter, recorder, reader, task keeper, etc.):

- What is happening in the document?
- Who is/are the main characters in the article?
- For what purpose was this article or document written?
- What do you learn about their lives, such as living conditions or the kind of work they did?

After some time, call on the reporter to share the answers to the questions for the whole class to hear.

5
min

Reflection and Assessment: *How will I know if students have achieved today's objective?*

Students answer the following questions (written or verbally):

1. *What brought enslaved Africans to early New England?*
2. *What kind of work did white New Englanders want slaves to do?*
3. *Why did Massachusetts and Rhode Island become the centers of the enslaved African trade?*
4. *List some difficult conditions that enslaved Africans faced crossing the Atlantic Ocean.*

Optional: Show the visual of the memorial plaque:

<http://www.americancenturies.mass.edu/collection/itempage.jsp?itemid=18368>

Ask students what they notice. Explain the details in and around the drum.

- *If you were to design a memorial plaque about New England in the Triangular Trade, what would your message be? What would be important to show and what symbols might you use?*
- *If you were to design a plaque about the history of slavery in New England, what would your message be and what symbols might you use?*

Post-Lesson Notes: How will I tie up loose ends, reinforce/revisit the objective? What could I have done differently to improve the lesson?