

Lesson Plan: Social Studies

Name: Staci Willbarger Grade Level: Fourth

Subject: Language Arts Topic: Importance of Trade in NH - Triangular Trade

Purpose: Students will be able to understand the significance of trade in relation to Portsmouth as a center for trade. Students will be able to answer the following questions: What items were traded in and out of Portsmouth and how did they impact the area? (This lesson will lead into a lesson on the enslaved people in NH.)

Curriculum Standard: NH Curriculum

2.2.G.6 - Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events

4.5.4.3 Significance of Portsmouth for a center for trade and commerce.

Materials Needed for Learning Experience:

Teacher: Promethean Board, items for trade (sugar, iron (nails), picture of enslaved peoples, textiles, coffee beans, tea, dried fish) maps of four regions – (Power Point file) (colonial America (specifically Portsmouth), Great Britain, West Indies, Africa) (These will be primary sources of the trade routes between these regions.) Book *The Escape of Oney Judge: Martha Washington's Slave Finds Freedom*, by Emily Arnold McCully.

Power Point

<https://docs.google.com/presentation/d/1Yp66tRSMTi4Y7bIJgRlwXEQKSKbLorEs/edit#slide=id.p1>

Student: graphic organizer, pencils

Anticipated Length of Learning Experience: About 45 minutes

Student Grouping: Whole class during beginning instruction, to introduce items that were traded; then small groups to work on trade activity.

Prerequisite Knowledge:

Teacher: Knowledge of the Triangular Trade, where each item originated, where they were exported to, and the implications of this trade for New Hampshire.

Student: How to work with others and the ability to think critically about the world, where products were produced, and what they might have been used for.

Procedure:

Introduction:

- Hold up a bag of sugar and pose the question, "What is this and where did it come from?" (Accept all answers, ie. the kitchen, the store, etc.). Explain where the sugar

originated from (introduce the words “import” and “export” - exports are goods sent for sale outside a colony or country. Exported goods *earn* money. Imports are goods brought into a colony or country. Imported goods *cost* money.) The system of Triangular Trade allowed for goods to be traded for other goods, rather than being bought or sold. Explain that many of the goods that we have today did not come from America. Explain that today students will need to work together and think critically about the trading of “goods” during the beginning of New Hampshire. They will be looking at the trade that took place in and out of our state’s largest port, Portsmouth, NH, and how this trade has impacted life in the state.

- Show the map of the world, then zone in on each of the four regions we will be focusing on today -colonial America, West Indies, Africa, and England. (Power Point file)

Body of Learning Experience:

- Pass out the graphic organizer and explain to students that today they will be investigators and will be working together to figure out where each item originated, where it was exported to, and how each item is used today.
- Begin with the whole group by asking the students to record on their graphic organizers any clues they discover as each item is introduced.
- Hold up items one at a time, asking students to take notes on the graphic organizers about what they notice (they will share this information later in their small groups). Discuss things to consider when taking notes. Possibilities might include what it might have been used for in colonial times, where it might have originated, and how it might be used today. Ask for a student to share what they think the item is. Clarify if incorrect and have students write the correct item name in the column on their graphic organizer.
- When presenting the “enslaved people” picture, briefly discuss with the entire group, posing questions such as: What do you know about enslaved people? What do students think is the connection between these enslaved people and New Hampshire?
- Allow students time to work in groups to determine where each of the items originated and where the items ended up. Remind students to record this information in their graphic organizer.

Conclusion

- Show the Triangular Trade slide in the Power Point file. Discuss each of the items, where they originated, and where they were sent to and why. Discuss how the item has impacted our area. Bring attention to the enslaved people. Briefly discuss where these slaves ended up and why. What was their purpose in the New Hampshire (and the New England) area? Allow students time to discuss the possibilities of what the enslaved people might have been asked to do. Students will gather back at the rug and listen to the story, *The Escape of Oney Judge: Martha Washington’s Slave Finds Freedom*. (This knowledge will be necessary for the follow-up lesson.)

Assessment:

Formative: Students will create a paragraph based on what they learned about the trade between the three regions. What were the items that were significant that were traded in and out of New Hampshire (Portsmouth) and how did these items impact the area?

