



## Grade 5 Unit 2 - Slavery

### Unit Focus

The focus of the unit is for students to understand the origins of slavery in America. Students learn about Africa before and after the arrival of Europeans and the increasing demand for slave labor in America. Several economic aspects will help students understand different resources and economic conditions which related to the trading of slaves. Students will also have the opportunity to learn more about what life was like in Africa for several tribes in the 1500s prior to the slave trade. Through exposure to the Middle Passage and experiences of life as a slave in the colonies, students will focus on three dilemmas Africans faced:

1. Trading Slaves for Guns
2. Surviving the Middle Passage
3. Living as a slave in the Colonies

There will be a concentrated emphasis on forms of resistance including the Underground Railroad and the Abolitionist Movement. Students will participate in various simulations including the Middle Passage and *Mission-US Flight to Freedom*. Students will analyze primary sources including images, runaway slave posters, auction broadsides, song lyrics, poetry, diary entries, and speeches. Students will connect key concepts from the unit to elements of the slave trade in New England and Connecticut. Students will develop an understanding that people need to stand-up to injustices, voice their concerns, and fight for change.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Performance Standards</b>  <i>Social Studies : 5</i>  <b>1010881 DIMENSION 1: DEVELOPING QUESTIONS &amp; PLANNING INQUIRY</b></p> <ul style="list-style-type: none"> <li>• INQ.3--5.1 Explain why compelling questions are important to others (e.g., peers, adults).</li> <li>• INQ.3--5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</li> </ul> <p><b>1010887 DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS &amp; TOOLS</b>  <i>1010893 Economics</i></p> <ul style="list-style-type: none"> <li>• ECO.5.3 Explain why individuals and businesses specialize and trade.</li> <li>• ECO.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</li> </ul>	<p>T1 Evaluate how creation and participation in an economy impacts groups of people and their world</p> <p>T2 Evaluate diverse sources and points of view to determine what <i>really</i> happened (<i>Synthesizing</i>)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 Economics shape the ideas, choices, and actions of individuals and groups.</p> <p>U3 The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use.</p>	<p>Q1 How do historians use historical context to impact understanding of the African Slave Trade</p> <p>Q2 How does the exchange of goods lead to interdependence, growth, and conflict?</p> <p>Q3 How can geographic reasoning regarding the Triangular Trade be applied to infer useful information about the African Slave Trade</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p><i>1010897 Geography</i></p> <ul style="list-style-type: none"> <li>• GEO.5.1 Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</li> </ul> <p><i>1010901 History</i></p> <ul style="list-style-type: none"> <li>• HIST.5.6 Compare information provided by different historical sources about the past.</li> <li>• HIST.5.9 Explain probable causes and effects of events and developments.</li> <li>• HIST.5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</li> </ul> <p><i>1010912 DIMENSION 3: EVALUATING SOURCES &amp; USING EVIDENCE</i></p> <ul style="list-style-type: none"> <li>• INQ.3--5.6 Gather relevant information from multiple sources while using the origin, structure and context to guide the selection.</li> <li>• INQ.3--5.8 Identify evidence that draws information from multiple sources in response to compelling questions.</li> </ul> <p><i>1010917 DIMENSION 4: COMMUNICATING CONCLUSIONS &amp; TAKING INFORMED ACTION</i></p> <ul style="list-style-type: none"> <li>• INQ.3--5.11 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li> </ul>	<p>U4 Depending on historical context and cultural beliefs, human rights have been limited and/or denied.</p>	<p>Q4 How are human rights understood, interpreted, and applied throughout place and time?</p>
	<b>ACQUISITION OF KNOWLEDGE AND SKILL</b>	
	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>K1 West African culture in the 1500's prior to the slave trade.</p> <p>K2 Three Dilemmas West Africans faced:</p> <ul style="list-style-type: none"> <li>• Trading Slaves for Guns</li> <li>• Surviving the Middle Passage</li> <li>• Living as a Slave in the Colonies</li> </ul> <p>K3 The Triangular Trade was an exchange of slaves and goods between Europe, West Africa, and America</p> <p>K4 Vocabulary: Slave Trade, Dilemma, Middle Passage, Triangular Trade, cash crop, Slave Auctions, Overseer, <i>Griot</i>, <i>Spiritual</i>, Human Rights</p>	<p>S1 explaining the importance of compelling questions</p> <p>S2 determining helpful sources when considering different opinions and answering questions</p> <p>S3 comparing information and generating questions based on different historical sources</p> <p>S4 explaining probable causes and effects of events and developments from the slave trade</p> <p>S5 identifying how slaves are used to produce resources and goods</p> <p>S6 explaining why individuals and businesses specialize and trade</p> <p>S7 using maps and other representations to explain the relationships between locations of places in the triangular trade</p> <p>S8 gathering relevant information and identifying evidence from multiple sources</p> <p>S9 constructing creative explanations using relevant information</p>	