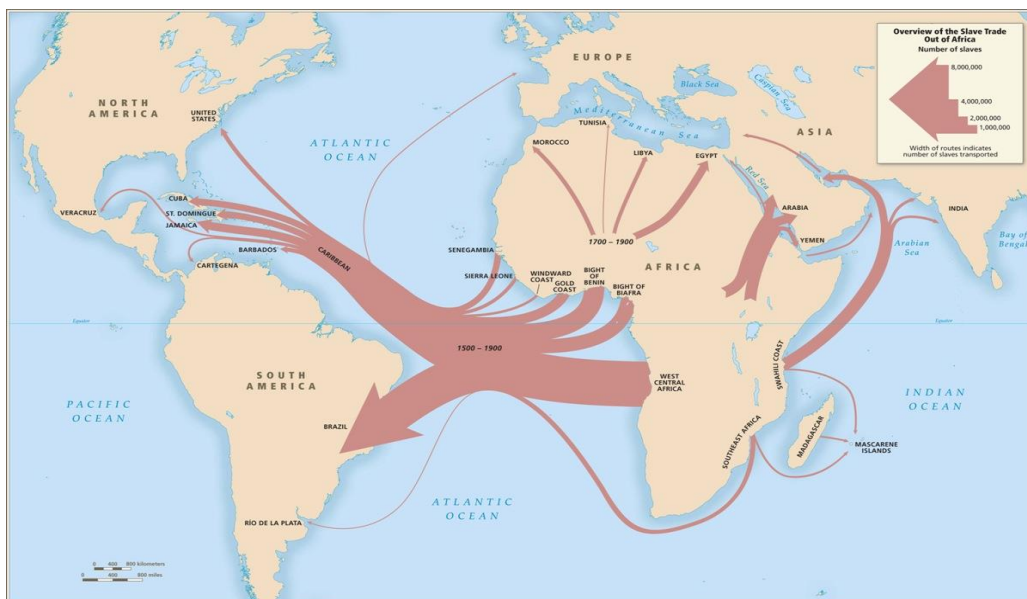


THE SLAVE TRADE

This independent learning project is about the transatlantic slave trade. This project looks at where it all started, why it started, how the human cargo was transported and how the slaves were treated upon arrival in America.



Students are to conduct research on the slave trade via books and the internet and to complete a number of tasks which will help broaden their knowledge and understanding of the slave trade.

Completed ILP to be handed in on the 12th of December 2016.

Task 1: Investigate, using books or the internet and answer the questions below on where the slave trade began, and why.

WHERE IT ALL STARTED

1. Which three countries were involved in the slave trade?

2. Which country were the slaves taken from?

3. What was this trading called?

4. What was life like before the slave ships arrived and started rounding up people?

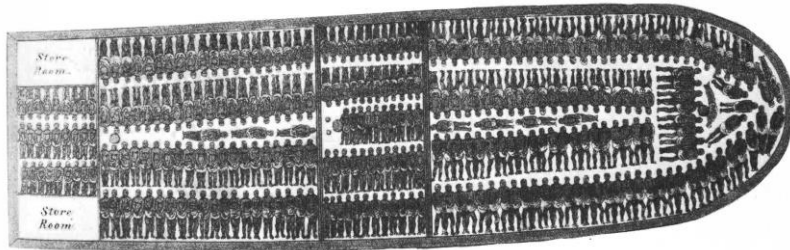
5. How were the slaves caught?

6. What was to happen to these slaves?

THE JOURNEY



Task 2: The journey to America was often harsh with only 60% of the slaves on board expected to live. Answer the questions below to discover what this journey was like



Look at the image, why were slaves placed on the boats like this?

2. What were the conditions like on these boats?

3. How long would the boat journey from Africa to America last?

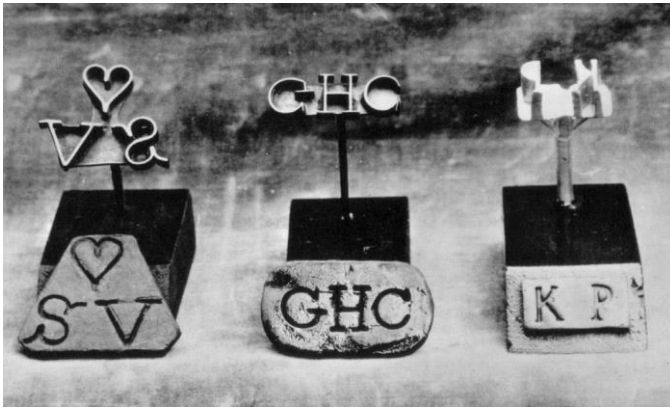
4 The slaves were often brought above deck to 'exercise', why was this done?

Task 3:

Once the slaves had arrived in America they were sold on to new owners to complete all manner of jobs. The experience of the sale was really bad, with the crowd examining the slaves. All that the slave traders cared about was making the most profit and selling the most slaves.

Design a slave sale poster to encourage the sale of some slaves.

FOR SALE



Task 4: Branding and marking. Complete the mini activity below on why these were used.

Slaves after they were sold were often branded by their new masters. They had many reasons for doing this, can you name five:

1. _____
2. _____
3. _____
4. _____
5. _____

Good Points to branding	Bad points to branding



Task 5: Slaves found their new home to be on plantations in America. Investigate what the plantations were like, and what a typical day for a slave was like.

REGULAR SLAVE DAY

0530	
0800	
0900	
1200	
1400	
1800	
Night-Time	

Quick thought

What is the difference between your day and a slave's day?

PLANTATION LIFE

WORK

LIVING CONDITIONS

TREATMENT

FOOD

RESISTANCE

Task 6: Complete the two questions below on resistance to slavery

A) Why did some slaves try to escape from the plantations?



B) The picture on the left shows one of the punishments that slaves faced if they were caught and brought back to their owners.

Other punishments included:

Steps Assessment

Step 1> I can write historical facts.
Step 2> I can list historical facts about an event/person/era in the past.
Step 3> I can write a narrative account that uses some knowledge of the main events, people, changes and features of different periods of time.
Step 4> I can write a narrative account that describe an event/individual/time/era using accurate historical detail/terminology relevant to the topic area.
Step 5> I can use my knowledge to write a narrative account that shows the main events, changes and work of groups and individuals. It has limited analysis and organisation.
Step 6> I can use my knowledge to write a detailed narrative that generally shows a clear sequence of events leading to an outcome. The relationship/links between the events show some analysis.
Step 7> I can use my knowledge to write a detailed narrative that has a clear sequence of events and leads to an outcome. The relationship/links between the events are analysed and logically structured.
Step 8> I can use my knowledge to write a narrative account that analyses relationships between events, people and changes AND between features within past societies.
Step 9> I can use my extensive knowledge of history to write a detailed narrative that analyses relationships between events, people, changes AND make links between features within and across past societies.

