



THE ATLANTIC SLAVE TRADE

Explore how the Atlantic Slave Trade developed over time and learn about the role that European settlement and trade played in its development.

CONVERSATION QUESTION

What factors contributed to the Atlantic Slave Trade?

TEACHING OBJECTIVES

- Students will read a nonfiction article
- Students will learn about the geography and history of the Atlantic Slave Trade
- Students will explain the effects of increasing economic interdependence on different groups
- Students will explain how cultural characteristics affect the movement of people
- Students will explain the costs of trade policies to individuals and society
- Students will conduct research using print and digital sources.
- Students will create a timeline to sequence historical events
- Students will use evidence from a text to create a graph



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Ports—and the Routes**
Expository Nonfiction, ~950L
- **From Africa to America**
Expository Nonfiction, ~950L
- **The Top 3**
Expository Nonfiction, ~950L

The Ports—and the Routes

pp. 2–3, Expository Nonfiction

Explore the reasons why European trading ships stopped at multiple locations along their journeys and why slaves were brought to the Americas and the Caribbean.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the geography and history of the Atlantic Slave Trade
- Students will explain the effects of increasing economic interdependence on different groups
- Students will conduct research using print and digital sources

KEY VOCABULARY

- **manufactured (p. 2)** made on a large scale using machinery
- **consumers (p. 3)** people who buy goods and services
- **profitable (p. 3)** making money

ENGAGE

Conversation Question: What factors contributed to the Atlantic Slave Trade?

Ask students to think about international shipping. Where do ships obtain their goods from? Where do they unload them? Then ask them to hypothesize why ships stop at multiple ports before returning to their point of departure.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words as clues. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did the settlement of the Americas affect European trading?
- Why was it important for trading ships to avoid having an empty cargo hold?
- What did European trading ships bring from the Caribbean to North America?

SKILL FOCUS: Explain Interdependence

INSTRUCT: Explain that trade increases the level of economic interdependence among people in different parts of the world. Continue by explaining that this interdependence results from the benefits each group gets from trading or receiving certain items. Remind students that the article describes the types of things that were traded at different locations.

ASSESS: Arrange the class into small groups of three or four students. Ask each group to review the article to identify at least three different locations and the items that were traded there. Finally, have each group summarize how the places they identified were interdependent on one another.

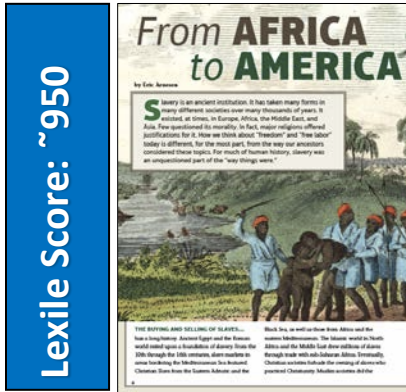
EXTEND

English Language Arts Ask students to conduct online and library research to learn about a modern trade relationship between the United States and another country. Ask them to identify at least three goods that are traded between the nations. Finally, have them present their findings to the rest of the class.

From Africa to America

pp. 6–10, Expository Nonfiction

Learn about the origins of the Atlantic Slave Trade and the terrible conditions under which enslaved persons were transported.



RESOURCES

- Analyzing Movement

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the geography and history of the Atlantic Slave Trade
- Students will explain how cultural characteristics affect the movement of people
- Students will create a timeline to sequence historical events

KEY VOCABULARY

- commercial** (p. 7) related to the buying and selling of goods and services
- plantations** (p. 8) large areas of land where crops such as cotton and tobacco are grown
- colonies** (p. 8) areas that are controlled by a country that is usually far away

ENGAGE

Conversation Question: What factors contributed to the Atlantic Slave Trade?

Explain to students that the history of enslavement goes back well before the European enslavement of people from Africa, but the Atlantic Slave Trade marked a significant change in how and why people were enslaved. Ask students to speculate what this change might be.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to choose two or more words from the vocabulary list and use them to write a sentence about the Atlantic Slave Trade.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What did early practices of slavery prohibit?
- How did both European and African societies benefit from the Atlantic Slave Trade?
- Why did the Europeans look to Africa as a source of slaves?

SKILL FOCUS: Analyze Movement

INSTRUCT: Explain that the movement of enslaved people from Africa across the Atlantic Ocean to North and South America and the Caribbean Islands occurred because of specific cultural developments among European peoples. Next, distribute copies of the *Analyzing Movement* organizer. Review the first example with students and answer any questions they may have.

ASSESS: Have students work in pairs to complete the organizer, using evidence from the text to support their answers. When all students are finished, ask pairs to share what they learned about developments that contributed to the Atlantic Slave Trade.

EXTEND

Social Studies Have students use details from the article to create a timeline showing the development of the Atlantic Slave Trade. Tell students to include information about exploration of the African coast and the need for labor on European plantations.

Analyzing Movement

In the first column, list two cultural developments among Europeans. In the second column, describe the impact of each development on the Atlantic Slave Trade. An example is shown.

Cultural Developments Among Europeans	Impact on the Development of the Atlantic Slave Trade
The Portuguese sought gold and other goods along the African coast.	Portuguese traders began buying enslaved persons from African rulers and traders.

The Top 3

pp. 12–13, Expository Nonfiction

Learn about the role played by France, Spain, and England in the Atlantic Slave Trade.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain the costs of trade policies to individuals and society
- Students will use evidence from a text to create a graph

KEY VOCABULARY

- **exploitation (p. 12)** the action of treating someone unfairly to benefit from their work
- **empire (p. 12)** a group of states or countries controlled by one ruler or government

ENGAGE

Conversation Question: What factors contributed to the Atlantic Slave Trade?

Ask students to share what they know about the role that France, Spain, and England played in the Atlantic Slave Trade. Explain that these countries were very powerful during the 16th to 19th centuries and were trying to profit from the colonies they had started in the Americas.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then write the following sentence on the board and have students use the vocabulary words to complete it.

- To sustain the wealth of its _____ Spain relied on the _____ of enslaved persons from both North America and Africa.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Approximately how many slaves were transported across the Atlantic by Spain, France, and England, respectively?
- How did the increase in the number of slaves affect the profitability of English colonies?
- Compare the reasons why Spain, France, and England brought slaves to the Americas and Caribbean. How are the reasons similar and different?

SKILL FOCUS: Explain Costs

INSTRUCT: Explain to students that they will be using the answers to the first two questions in the “Read & Discuss” section above to explain the costs associated with the Atlantic Slave Trade. Inform students that these costs can be measured in different ways such as in money, in lives lost, and in the impact on society. Also explain that some costs may have to be inferred as they might not be directly stated in the article.

ASSESS: Have students work in small groups to discuss the various costs associated with the Atlantic Slave Trade to both individuals and society. When groups have reached a consensus, invite them to share their ideas with the rest of the class.

EXTEND

Math Show students how to create a simple bar graph. Then have students gather data from the article on the number of slaves brought to the Americas by each of the three countries mentioned in the article and use this data to create a bar chart.