

Unit: Three Worlds Meet
Detailed Lesson Plan on Middle Passage

Objective:

Students will be able to create their own interpretation of primary source documents by examining artwork on slavery and the middle passage.

Time Breakdown:

| | |
|------------|------------------------------------------------|
| 5 minutes | Introduce activity/break up groups |
| 15 minutes | Group analyze documents |
| 20 minutes | Each group will present their findings |
| 10 minutes | Class discussion examining artworks as a whole |

Materials:

Artwork Analysis Worksheets (attached)
Artwork copies on paper (attached)
Artwork copies on overhead (not available)
Background information on each artwork (attached)

Activity:

Background: Students will be receiving contextual information on the origins of the slave trade in West Africa and the Middle Passage, the day before this lesson. So, going into this lesson, students will already possess the background knowledge on these two topics. My assumption with this lesson is that students have this prior knowledge.

1. The teacher will share with the students what the activity will be following up the lesson on the origins of the slave trade and the middle passage. The teacher will break up the students into 6-8 groups, depending on the size of the class. Ideally, each group should be about 3-4 students, so that all group members will be able to participate in the group discussions.
2. Each group will be assigned one specific reproduction of an artwork dealing with slavery and the middle passage. (Note to teachers – some of the original artwork is in color, so you may need to have access to a color printer. The attached examples are in black and white, but you can check the websites for the color versions). As a group, they must analyze and discuss the artwork using an artwork analysis worksheet (see attached). Each group will be turning one worksheet in at the end of the class period. Students will discuss with one another the different questions on the worksheet and write a group response. If members disagree on certain questions, then I want the group to write down any possible responses. The teacher will circulate around the classroom to assist any groups with questions. Groups will be given roughly 15 minutes to analyze each piece of artwork.
3. Once all groups have finished completing the analysis worksheet, each group will have an opportunity to share with the entire class their analysis. The teacher may want to

have the artwork transferred to overhead, so that the entire class can view the artwork as groups present their findings. Each group will be given about 2-3 minutes to share their analysis with the class and each member of the group must contribute to the brief presentation. Instead of having each group just go through the many questions on the analysis worksheet and share their answers; I will have each group share their observations and responses to each artwork. After each group shares their analysis, I will give the class an opportunity for some feedback or questions on the particular artwork. Then I will share with the class the background information on each piece of artwork. I will share information such as the artist if available, the year of the artwork, and any other important pieces of information. We will continue until all groups have had the opportunity to share their analysis with the class.

4. We will conclude the lesson by debriefing as an entire class on the activity. I will have the students analyze the artworks as a whole and discuss using the questions given on the second part of their analysis worksheet. We will just discuss as a group using the given questions.

Assessment:

Each groups Artwork Analysis Worksheet

Artwork Analysis Worksheet

Name: _____

In your groups, examine your assigned piece of artwork and answer the following questions.

Describe what you see in the artwork?

What are the main colors used in the poster?

Is there significance with the placement of the figures (foreground/background)?

Are the features of the figures normal or exaggerated and why do you feel this is important?

What year do you estimate this piece of art was created?

What symbols (if any) are used in the poster?

If a symbol is used, is it

a. clear (easy to interpret)?

b. memorable?

c. dramatic?
Are the messages in the artwork primarily visual, verbal, or both?

Who do you think is the intended audience for the artwork?

What do you think is the intention of the artist?

What type of response do you think the artist is trying to achieve?

Did the artist achieve this response in you? Explain why or why not.

If you could ask the artist one question, what would it be?

PART 2 CLASS ANALYSIS

We will respond to these questions at the end of the activity together as a class.

What themes/trends did you notice in the artworks as a whole?

Could we group the artworks into different types of categories and what would they be?

From what you know about the slave trade and the middle passage, how accurate/inaccurate were these paintings? Explain.

Which of the artwork really stood out for you and why?

Are there any further questions?

THOMAS HARIOT'S ACCOUNT OF THE SECOND VIRGINIA COLONY
DETAILED LESSON PLAN-DAY 14 (Joe Brysiewicz)

Grade: 11th U.S. History Class

Subject: Early attempts at British
Colonization

Rationale: Students will begin to see the unique features of British Colonization through interaction with a challenging primary document.

Goals:

- Students will be able to dissect and understand a challenging sixteenth century document
- Students will be able to comprehend the document
- With the aid of secondary source material, students will be able to use higher level thinking skills (synthesis and application) to understand what Hariot's account tells the historian about British motives, methods, and the implications of British settlement in North America
- Students will be able to determine audience, objectivity, and perspective on a primary source document

Materials: "Thomas Hariot's Account" and two images generated from the second Virginia colony, both taken from Samuel Morison's Northern Voyages.

A True and Briefe Report on the New Foundland of Virginia Thomas Hariot (1588)

Activities: When students return to school with their list we will put them on the board and begin to discuss the importance of Hariot's journal. Some guiding questions will be:
What is Hariot saying about the resources of this "new foundland Virginia?"

Do you think Hariot is an objective reporter? If not, what might be his motives for distorting the truth?

After answering these questions, students will be given a handout "Thomas Hariot's Account" and two images generated from the second Virginia colony, both taken from Samuel Morison's Northern Voyages. After students have struggled to understand the original text, these secondary sources will reward the students by showing them both how much they can get from a document on their own and how a historian's account of this document might be fashioned. After a group reading of these handouts, the guiding questions will shift from inquiry of comprehension to synthesis and evaluation. Questions will include:

What might be the effect of Hariot's account when it reaches London and is printed in 1588?

Think about French patterns of settlement and reconnaissance in North America. How does Hariot's account illustrate about British attempts at settlement? What might be

the long-term effects of the difference between French and British attempts at American settlement?

The students will answer this question with a small piece of pair writing, which they will turn in for an exit slip

Assessment: This is the most challenging document students have seen in this unit, and their success with the material will be assessed through their ability to apply their understanding of the specific document to the broader context of British colonization. The written exit slip will serve as a concrete assessment tool in this context.