

CLASS: 7 th Grade World Geography	DATE: Friday, March 1, 2013	UNIT: W+C African Cultural Geography – History – Slave Trade
ENDURING UNDERSTANDING: What will my students be able to do or understand by the end of class?		
1) SSU why the slave trade happened and what implications it had on Europe, Africa, and the colonies 2) SSU the process of the slave trade, including what was traded and the lives of slaves.		
ESSENTIAL QUESTION: What 1-2 major themes/ideas do I want to explore with students in this unit?		
1) How did the transatlantic slave trade impact Europe, Africa, and the Colonies? 2) Describe the process of the transatlantic slave trade, including what was traded and the lives of the slaves.		
MICHIGAN GLCE: Which state standards does my plan address?		
1) 2)		

HOOK/INITIATION: What will you do to get the students invested in the lesson?
5 mins – I will ask review questions of the students that will help them recall what they learned yesterday and what transition into the lesson on slavery for today.
TEACHER ACTIVITIES: How will I convey the knowledge/skills of the lesson to help my students understand?
1. 10 mins – Students will take Vocab #5 Quiz 2. 25 mins – I will show students a video on the slave trade, including the exploration of Africa by the Europeans and the lives of slaves during the transatlantic slave trade. 3. 15 mins – I will narrate an activity that has students acting out the process of the slave trade. 4. 10 mins – I will have students read and investigate quotations by people who experienced the slave trade first hand.
STUDENT ACTIVITIES What will the students do to demonstrate their understanding?
1. Students will take the Vocab #5 Quiz 2. Students will watch the video on slavery and will take notes along the way. This will help them to follow along and comprehend the material better. 3. During the acting activity, some students will actually participate in the acting. This engaging activity will allow students to learn how the slave trade happened by acting it out. Those students not acting, will need to fill out a sheet listing the goods traded at each corner of the triangle trade. 4. Students will read and investigate two of four direct quotations by people experiencing the slave trade firsthand. They will answer questions about the conditions of the trade but also will take a look at when it was written and who wrote it.
CLOSURE/SHARE BACK: How will the students share/interpret knowledge for others in the class?
On Monday, students will share what they found from the quotations to help each students get information from all four quotes.

MATERIALS: Slavery VHS, VHS Player, Projector, Projector Screen, Rope, Signs, Trade Item Signs on Meter Sticks, Reading Packet, Worksheet	ANNOUNCEMENTS:
	Vocab #5 Quiz Today
	HOMEWORK:
	<ul style="list-style-type: none"> Finish today's reading