

Leopards

Collaborative Learning Scenario #3

Strategy: Imagery

Content: Transatlantic Slave Trade

Title: “Highway to Hell”

This title, because it is also a title of a song, may trigger the image of the transatlantic voyage in the student’s mind.

Time Required: 50 minutes

Number of Participants: 35

Target Audience: 10th grade World History Students

Goal of Activity:

- To use imagery to identify the prominent slave trafficking routes during the 18th century.
- To use imagery to reflect on prior knowledge and known experiences in order to empathize with slave conditions en route.

Purpose of the script:

- To demonstrate the effective use of imagery as a tool for recall and retention of material.
- To demonstrate the effective use of imagery in making an unknown experience known to the students.

Learning Outcomes, Gagne’s Taxonomy:

- Concrete Concept
- Attitude

Learning Outcomes, HEO Taxonomy: Cognitive

Learner Characteristics: Mainstream, 10th grade history students

Entry Skills: College bound students

Setting: Classroom

Media: SmartBoard, (SmartBoard automatically allows me to use the Internet, highlighters, and any other computer program necessary) paper, pen, textbook, instructor, map, journals, and collaborative groups.

Process:

1. Display a map of the transatlantic voyage on the SmartBoard to allow the students to see the countries involved and their relationship in proximity to each other and the Atlantic Ocean.
2. Use the electronic highlighters to draw lines from England to West Africa to the West Indies and back to England. Point out to students that we have just constructed a triangle. Because this trade route was in the shape of a triangle it is called the Triangular Trade.
3. As I am drawing the triangle on the board, students will draw the triangle in their textbooks and write down what goods were exchanged at each port.
4. Ask the students to think about (imagine) what the ships would have looked like then, how large or small, how long they think the voyage would have taken, what conditions would the “passengers” have experienced.
5. Show picture of a slave ship that shows how the slaves were placed as cargo.
6. Ask if they have ever been “sea sick” and to imagine what it must have been like for the slaves during the voyage.
7. Ask if anyone has ever been stuck in an elevator with entirely too many passengers in it? Relate this experience to the slave voyage.
8. Ask the students to reflect on a time when they were confused about certain rules, perhaps a time when they were lost. Was someone helpful? Think about if you didn’t receive any help and you were shipped to new countries. How would that make you feel? Have them write in a journal about this experience then discuss it in collaborate groups. Relate the known experience to the unknown.

Strategy Assessment:

1. Using mental images, are the students able to retrace the trade route on a map and identify the triangle pattern?
2. Using mental images, are the students able to label goods exchanged during each leg of the route?
3. Using mental images, are the students able to locate the “middle passage”?
4. Are the students able to generate ideas (imagine) and discuss in a group their past experiences with being sick at sea, cramped in tiny spaces, and fearful in unfamiliar places?
5. Are students able to relate those personal experiences described above to the typical “at sea” conditions for the slaves?
6. Do the journal entries reflect a student’s attitude or emotion about the slave routes and conditions the slaves suffered?

Authors: Leopard Group (Renee, Cheryl, Ryan, and Lee)

References:

West, C.K., Farmer, J.A., and Wolff, P.M. (1991). Instructional design: Implications from cognitive science. Boston: Allyn and Bacon.

<http://www.junteenth.com/middlep.htm>

Ekirch, A.R. (1987). Bound for America. New York: Oxford University Press.