Introduction
Unit of Study

1. Unit title: Europe, Africa, and the Americas Interact

2. Grades 6/7

3. Target group: mainstream middle school social studies class.


6. Learning goals:
   1. I want my students to know about Africa’s flourishing kingdoms before Europeans came to Africa.
   2. I want my students to know that trade between cultures has many important consequences.
   3. I want my students to know the impacts of the slave trade on the peoples of Africa, Europe, and the Americas.
   4. I want my students to know the effects of European exploration on the Americas.
   5. I want my students to know how and when to use different kinds of maps.
### Unit Goals and Objectives / Fisher Framework

<table>
<thead>
<tr>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td></td>
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</tbody>
</table>
| See F/N charts | Vocabulary | 1. Africa had flourishing kingdoms pre-European contact.  
2. Some of the consequences of trade between cultures  
3. Impacts of the slave trade on the peoples of Europe, Africa and the Americas  
4. Impacts of European exploration on the Americas  
5. How and when to use different types of maps | 1. Getting information from illustrations  
2. Looking at economic forces as a way to understand history |
| Skills       |         |         |                     |
| 1. Discuss in small groups: 16th & 17th C. African kingdoms with regard to: location, type of gov’t, women in gov’t, religion, cause of demise. Create chart to show similarities and differences.  
2. Brainstorm/list (whole class) examples of impacts of trade between Europeans and Africans as described in the chapter. Evaluate the consequences from the point of view of both cultures.  
3. In small groups, list impacts of the slave trade on Europeans, Africans, and Americans. Individually, write 1-2 paragraphs describing 2 impacts in detail.  
4. In small groups discuss the interactions between the conquistadors and the Central Americans, the French and the North Americans or the English and the North Americans. Each group will present their thoughts to the class.  
5. Explain the information provided by a given map and when one might need to use that map. | 1. Compare & contrast the Sub-Saharan African kingdoms in the 16th & 17th centuries.  
2. Identify, give examples of, and evaluate consequences of trade between cultures.  
3. List examples of the impact of the slave trade on the peoples of Africa, Europe, & the Americas.  
4. Compare & contrast the interactions of the Native North Americans (e.g. the Algonkins, Hurons, and inhabitants of present day New England), the Incas, and the Aztecs with European explorers.  
5. Explain how maps of different types can provide you with different kinds of information. |
| Attitudes/ Awareness | 1. Appreciation for the existence of flourishing and complex African cultures pre-Europeans.
2. Impact of slave trade on Africa, in addition to its impact on the slaves themselves and the Americas.
3. Instances of cooperation and conflict between cultures: shared humanity vs. conflicting attitudes and needs/desires.
4. When cultures interact there are benefits and losses to the cultures involved. Can we increase the benefits and decrease the losses? How? |
Lesson 1
Social Studies Unit: Europe, Africa, and the Americas Interact

Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 1: African Kingdoms from 1400's to 1700's

Lesson Objectives:

Content Objectives:
(OL) 1. Students will compare and contrast African kingdoms south of the Sahara, using a 321 chart.
2. Students will share information that they have garnered from pictures, by using oral language or by pointing.
3. Students will discuss trade in a whole class discussion.

Language Objectives:
1. Students will use oral language and/or gestures to communicate their needs to fellow students in a trading activity.
2. Students will use oral language and/or gestures to communicate information they have learned from pictures.
3. Students will list differences and similarities between African kingdoms.
4. Students will participate in a class discussion about trade.
## Functional / Notional chart for Lesson 1, African Kingdom

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express needs or desires</td>
<td>trading</td>
<td>I need __________.</td>
<td>pencil, eraser,</td>
<td>statements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want __________.</td>
<td>candy, more</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please give me __________.</td>
<td></td>
<td>questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can I have __________?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observing</td>
<td>Information from pictures</td>
<td>I noticed __________.</td>
<td>map, location,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I saw __________.</td>
<td>gold, statues,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I learned __________.</td>
<td>art, timeline</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>African kingdoms</td>
<td>Some kingdoms were __________.</td>
<td>Kanem-Bornu,</td>
<td>Place names</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Benin, Oyo,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dahomey, Ashanti</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Kongo</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>similarities</td>
<td>They all were __________ near water on the coast</td>
<td></td>
<td>past tense of &quot;be&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rich, strong,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>powerful</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ and ___ were __________. (kingdom names)</td>
<td></td>
<td>conjunction &quot;and&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They were __________ because ___ they traded</td>
<td></td>
<td>past tense of &quot;have&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They had __________</td>
<td>kings, armies</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>differences</td>
<td>_____ were _____, but _____ were _____ was ______.</td>
<td>inland, on the</td>
<td>conjunction &quot;but&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>coast</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g. Benin was on the coast, but Kanem-Bornu was inland.</td>
<td>king, ruled</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>alone, advisors</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chiefs, council</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>______, but ________.</td>
<td></td>
<td></td>
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</tbody>
</table>
Social Studies Unit: Europe, Africa, and the Americas Interact

Please Note: the notation “(OL)” refers to plans taken from the original lesson.

Lesson 1: African Kingdoms from 1400’s to 1700’s

Lesson Objectives:

Content Objectives:
(OL) 1. Students will compare and contrast African kingdoms south of the Sahara, using a 321 chart.
2. Students will share information that they have garnered from pictures, by using oral language or by pointing.
3. Students will discuss trade in a whole class discussion.

Language Objectives:
1. Students will use oral language and/or gestures to communicate their needs to fellow students in a trading activity.
2. Students will use oral language and/or gestures to communicate information they have learned from pictures.
3. Students will list differences and similarities between African kingdoms.
4. Students will participate in a class discussion about trade.

Materials needed:
More than enough pencils for the whole class.
More than enough erasers for the whole class.
More than enough wrapped candies for the whole class. (make sure they don’t conflict with any food restrictions.)
Reading guides for beginning, intermediate, and advanced ELL’s for pages 423-424 of text. (p. 4. 7, 8)
321 graphic organizer.
Overhead of Unit 7 Timeline from Our World’s Story pages 396-397

A. Build and activate background knowledge: Trading
1. Divide class into 3 groups of students.
2. Give each group a section of the room to be “theirs” for the duration of the activity.
3. Give one group more than enough pencils for the whole class.
   Give another group more than enough erasers for the whole class.
   Give the 3rd group more than enough wrapped candies for the whole class.
As you hand out the supplies, hold them up and identify them (e.g. “this group has pencils/erasers/candies.”) Tell the group with the candies that they are not allowed to unwrap or eat them.
4. Instructions to the class: Everyone needs to have a pencil and eraser by the end of the activity. Each group needs to send 2 members to the other 2 groups to obtain needed supplies. Tell them that they can only get something from another group if the group agrees to give it to them. They can use words or gestures to communicate.
   As you give the instructions, write on the board or overhead: “You need to have 1 pencil and 1 eraser.” Include a picture of a pencil and an eraser next to or above the words.
5. Check for understanding of instructions: elicit instructions from students by asking simple questions, e.g. “What do you each need to have?” (as student answers, point to the pictures on the board/overhead) “Where can you get them?” (Point to the group) “How can you ask for them?” (have student model.)

6. During the activity, circulate in the room and make sure that ELL’s are able to communicate their needs/wants. If necessary, provide them with simple sentences to use, e.g. “I need a pencil.” “Please give me an eraser.” “What do you want?” (about 15-20 minutes for the whole process)

B. Discuss activity as a whole class

Ask if everyone has a pencil and eraser.
Ask them; what did they do in order to get what they needed? They traded. Write “trade” on the board.
Have students define the word trade, and paraphrase it. Ask ELL’s the word for “trade” in their L1’s. Write the translations of “trade” on the board, checking with students to be sure you are spelling them correctly.

Continue to question students:
  Why did they trade with each other?
  Did they have any problems? What?
  Did they think it was fair? Why/ Why not?

Do the students ever trade in real life? Ask for some examples.

Do they know of countries that trade?
   What might they trade?
   Do they think it is fair?
   Why/ Why not?

During the questioning be sure to pause sufficiently after asking questions, acknowledge and follow-up on answers, and give several students time to respond to each question. (about 5 minutes.)

C. Connect to lesson: Write the “essential idea” on the board: “People trade items. Countries trade items, too.” Tell students: Before the Europeans came to Africa, African kingdoms traded with each other.
Ask students: do you think the African kingdoms traded for pencils and erasers and candies? What sorts of things might they have traded? List students’ ideas on the board.

D. Learning from pictures: Look at pictures on p.422, 423, and 424.
Explicit strategy teaching: Tell students: In this type of textbook we can get a lot of information from pictures.
Alternate grouping: Think, pair, share: Name two things you learned about the African kingdoms from the pictures, including the map?
Students look at the book individually for about 2 minutes, then talk with person next to them, then share with the class. They can share their own ideas or their partner’s idea, or not at all.
Share by having enlarged textbook pictures on the overhead, students come up and point to things in the pictures that they have noticed. What information does that give them? Teacher lists things on the board to become part of word bank. (about 6-8 minutes.)

Tell students to turn to the Unit 7 timeline on the bottom of pages 396 and 397. Show overhead of this timeline. Remind students that timelines are another type of picture they can learn from. (This lesson is part of Unit 7 in the book. The students have already looked at the timelines for the previous 6 units.) Using the overhead, circle the period of time they will be reading about: from about 1400 to about 1600. Have students locate those dates on timelines in their textbooks. Does this timeline only refer to Africa? What else do they notice is happening during this time period? (about 3 minutes)

E. Reading the text: Tell students, “I wonder what more you will learn about the different African kingdoms by reading pages 423 and 424.”

(OL) Before you start reading, look at the question at the bottom of page 424. (Have a student read the question.) While you are reading, ask yourself, “What is the same about these kingdoms? What is different about them?” After you finish I’ll ask you to talk with your partner about how the kingdoms were similar, or the same, and how they were different.

ELL’s will have been given reading guides for these pages to read for homework the previous night. (See pages 6, 7, and 8.) They will read the reading guides either in place of the textbook or as a way to help understand what the read in the text.

Students read. (approx. 10 minutes.) Students with Reading Guides get them out to read or refer to as needed.

F. Think, pair, write, share: students talk with clock buddies about differences and similarities among the kingdoms. One student writes down their lists to refer to when sharing. (about 4 minutes.)

G. Sharing: Ask students to tell you the names of the kingdoms mentioned in the book. Write the names on the board.

As students share their thoughts about similarities and differences, have copies of the textbook pages on overhead. Underline or circle the text that supports their thoughts. Write responses under the countries to which they refer.

Ask the students to help you categorize the types of responses they have given you, e.g. location, type of government, source of wealth.

. (about 5 minutes.)

Individually, students complete the 321 worksheet. Students hand in the worksheet. (about 5 minutes.)

H. Closure: Ask students to tell you some things they learned today. Ask them to tell you some things that they are curious about because of what they learned. List them in separate columns on a chart. “Maybe we’ll have the chance to research some of the things you are curious about.” (about 3 minutes)

Tell students: “Tomorrow we will read about how things changed when the Europeans came to Africa.”
Ask students to predict what changes they might expect: write them on the board to go back to tomorrow. (about 3 minutes.)
African Kingdoms

There were strong kingdoms in Africa.
The kingdoms were rich.
Trading with other African nations made them rich.

Some of the kingdoms were:
Kanem-Bornu, Benin, Oyo, Dahomey, Ashanti, and Kongo.

All these kingdoms were near water.
Kanem-Bornu was away from the coast, near Lake Chad.
Benin, Dahomey, Oyo, Ashanti, and Kongo were on or near the west coast of Africa.

All the kingdoms had kings who ruled them.
In Oyo and Ashanti the kings had help and advice from chiefs or relatives.
In Benin, Dahomey, and Kongo the kings ruled alone.
African Kingdoms

Strong kingdoms arose in Africa in the 1400’s and 1500’s. The kingdoms grew rich by trading with other African nations.

In 1591 the Songhay Empire fell. The kingdom of Kanem had grown around lake Chad. Kanem and Bornu joined to form Kanem-Bornu. It was a huge kingdom.

Kanem-Bornu grew a lot in the late 1500’s. The ruler at that time was named Idris Aloma. Idris taught the army new ways to fight and bought the newest weapons. The rulers after Idris weren’t strong. Kanem-Bornu became weak.

In the forests of West Africa, other trading kingdoms formed. Benin was very important. Benin traded spices, ivory, cloth, tools, and slaves. Benin’s king was called an oba.

Oyo was a kingdom west of Benin. Oyo’s king was called an alafin. If the alafin was a bad ruler his advisors could remove him.

In Dahomey the king controlled everything.

In Ashanti the king talked with local chiefs before he made decisions. Sometimes women advised him. Sometimes women ruled in place of the king.

The kingdom of Kongo was near the Zaire River. Kongo’s king was called the manikongo and the people thought he was like a god.
African Kingdoms

Strong kingdoms arose in Africa in the 1400’s and 1500’s. The kingdoms grew rich by trading with other African nations.

In 1591 the Songhay Empire fell because of a military defeat. The kingdom of Kanem had grown around Lake Chad. Kanem and Bornu joined to form Kanem-Bornu. Kanem-Bornu gained control of trade across the Sahara Desert.

Kanem-Bornu grew a lot in the late 1500’s, and became a large kingdom. The ruler at that time was named Idris Aloma. Idris taught the army new ways to fight, and he bought the newest weapons. Idris tried to teach his people the Islamic religion. The rulers after Idris weren’t strong leaders, and Kanem-Bornu became weaker.

In the forests of West Africa, other trading kingdoms formed. By 1500, Benin was very important. Benin traded spices, ivory, cloth, tools, and slaves. Benin’s king was called an oba. The oba ruled a huge empire.

Oyo was a kingdom west of Benin. Oyo grew rich in the late 1400’s. Oyo’s king was called an alafin. If the alafin was a bad ruler his council of advisors could remove him.

Dahomey became strong in the 1600’s. In Dahomey the king controlled everything.

In Ashanti the king talked with a council of local chiefs before he made decisions. Sometimes the king’s female relatives advised him. Sometimes these women ruled in place of the king.

The kingdom of Kongo was near the Zaire River. Kongo grew strong in the 1400’s. Kongo’s king was called the manikongo and the people thought he was like a god.
3 African Kingdoms in the 1500’s

3

2 ways they are similar

2

1 way they are different

1
Between 1300 and 1700, the modern world began to take shape. In Europe people shook off traditions of the Middle Ages and tried new ideas. Through these ideas they began to understand their lives in different ways. As a result, government, industry, religion, philosophy, and art all took new forms. At the same time, Europeans set out to explore the world. In their search they found civilizations as great as their own—in Africa, the Americas, and Asia. These encounters, or meetings, caused more changes and helped to shape the world we live in today.

Scene of port of Venice, oil painting by Antonio Canaletto
Descriptive Narrative

This is the first lesson in a middle school social studies unit about the interactions between African, European, and American cultures during the period approximately 1500 to 1800.

Because most of the interaction between countries was motivated by a desire for trade, I decided to start the unit, and thus the lesson, with an experience in trading for the students. I wanted to engage them in the lesson right away, and I wanted to give them a shared background in the concept and experience of trading goods. For the ELL’s it is a good opportunity to practice speaking some very simple sentences, or to communicate effectively with few words and some gestures.

The follow-up questions to the trading activity are simple. Some can be answered in few words; others are more open-ended.

Learning from pictures is a learning strategy I want the students to practice. It also provides a chance for ELL’s to participate without much language. In sharing they can point to items on the overhead even if they don’t know the name of the items.

I also want the students to know that there were thriving kingdoms in Africa before the Europeans arrived. That is why during the first lesson they are only reading the section about the African kingdoms. The arrival of the Europeans can wait until Lesson 2. The ELL’s will have received “Reading Guides” according to their language proficiency level to read as homework the night before. During the lesson they can re-read the guides and use the guides to help them read the textbook, when possible.

After reading the students meet with the a different partner, taking time to think, talk, write, and then discuss with the class similarities and differences between the kingdoms.

The teacher writes the names of the kingdoms on the board, and writes the differences and similarities mentioned. The class thinks about ways to characterize the attributes mentioned. This develops their thinking about perspectives from which to view Social Studies questions.

Students complete the 321 worksheet individually, but have the information on the board to help them, as well as their texts and their reading guides.

The lesson ends with predictions about what might happen when the Europeans arrive.

To summarize the modifications:
1. Opportunities for student interaction are provided during the initial trading activity, during the discussion about trade through open-ended questioning, during the “think, pair share” activity, and the “think, pair, write, share” activity. Also I have tried to minimize “teacher talk” and maximize “student talk.”
2. I tried to make content comprehensible by starting the lesson with a real trading experience, writing the essential idea on the board, using pictures to get information, using a timeline, providing reading guides for three different English proficiency levels, and making the names of the African kingdoms more familiar by listing them on the reading guides. “Teacher talk” is made comprehensible through pacing, repetition of words and rephrasing ideas, and a major effort to keep comments and questions short, with an emphasis on providing more time for “student talk.”

Lesson 2 will cover changes in trade, the “triangle trade” and the slave trade.
Lesson 2
Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 2: Africa and Europe

Lesson Objectives:

Content Objectives:
(OL) 1. As part of a class discussion, students will analyze triangle trade in Africa
   2. Students will trace the routes referred to as triangle trade
   (OL) 3. Students will list the effects of the slave trade on the people of Africa, Europe and the Americas.

Language Objectives:
1. Students will participate in a class discussion about triangle trade in Africa.
2. In small groups, students will discuss the effects of the slave trade.
3. Students discuss in small groups, and then individually write about what might have been different if there had not been a slave trade.
# Functional / Notional Chart for Lesson 2: Africa and Europe

<table>
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<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discuss in class</strong></td>
<td>Triangle trade</td>
<td>The Portuguese _________. The African rulers _________. People were _________.</td>
<td>Trade&lt;br&gt;Trade route&lt;br&gt;Cooperate&lt;br&gt;Triangle&lt;br&gt;Middle Passage&lt;br&gt;Slaves&lt;br&gt;profits&lt;br&gt;plantations</td>
<td>Passive voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>captured&lt;br&gt;sold&lt;br&gt;On the slave ships _________.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discuss in small groups</strong></td>
<td>Effect of slave trade</td>
<td>In Africa, there were _________. On the plantations _________.</td>
<td>Wars&lt;br&gt;Death&lt;br&gt;Racism</td>
<td></td>
</tr>
<tr>
<td><strong>Write a sentence</strong></td>
<td>What if there were no slave trade</td>
<td>People would have _________. People would not have _______. African families would have _______.</td>
<td>Respect&lt;br&gt;Farmers</td>
<td>Conditional sentences</td>
</tr>
</tbody>
</table>
Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 2: Africa and Europe

Lesson Objectives:

Content Objectives:
(OL) 1. As part of a class discussion, students will analyze triangle trade in Africa
2. Students will trace the routes referred to as triangle trade
(OL) 3. Students will list the effects of the slave trade on the people of Africa, Europe and the Americas.

Language Objectives:
1. Students will participate in a class discussion about triangle trade in Africa.
2. In small groups, students will discuss the effects of the slave trade.
3. Students discuss in small groups, and then individually write about what might have been different if there had not been a slave trade.

Materials needed:
Overheads to introduce the concept of slave trade.
Overhead of the map in the textbook on page 427.
A paper copy of the map on page 427 for each student.
Reading guides for beginning, intermediate and advanced ELLs for pages 425-428 of the textbook. (see pp 4-9)
List of “Important terms” to go with the reading guides. (see p. 10)
Sentence starter for the beginning and intermediate ELLs: “If there had not been a slave trade…….”

A. Activate prior knowledge:
1. Remind students that yesterday we were talking about some of the African Kingdoms just before the Europeans came to Africa. Ask students to remind you of some of the things they learned yesterday about those kingdoms.
(OL) 2. Students look at the picture on page 422 in their texts. Tell the students: The picture is a sculpture of an African ruler. Ask them: What does the king’s appearance tell you about his kingdom?
(OL) 3. One student reads quote aloud while others follow along. Locate Malindi in East Africa on map, make sure students understand the passage, ask students how the people of Malindi might have known that the Portuguese were bringers of war and corruption.
4. Ask students what they think might have happened when the Portuguese came to Africa. Refer to the list of student predictions from the end of Lesson 1. Give students the chance to add to the list.

B. Build shared knowledge: Slave trade
1. On overhead, show picture of African men being kidnapped prior to being sold as slaves, and other pictures re slave trade. Ask the students what they think is happening. Ask them how this might relate to the Portuguese coming to Africa.
Allow for a brief discussion of slavery. Have students translate the term into their own languages and write it on the board or wall or overhead along with a picture.

Please note: This could be a very emotional issue for students, some of whose ancestors may have been slaves, or who may come from countries where slavery is still practiced.
I can’t think of any way to deal with the issue except to recognize it as the heinous behavior that it was/is and offer support and validation for the students. I would also add that in this country many people worked very hard to end slavery, and that we must all continue to work hard to end racism, one of the legacies of slavery. Slavery in the United States will be studied in greater depth later in the school year.

C. Reading the lesson

1. Pre-reading: Have the following statements on a chart. Have a student read each statement to the class. Paraphrase the statement in simpler words to increase comprehensibility. Have the class tell indicate if they think each statement is true or false by giving a thumbs up (for true) or a thumbs down (for false) response. Indicate the number of Trues and the number of Falses next to the statement.

(OL) Whole Class True/False predictions:

a. Africans were not interested in trading with Europeans.
b. Slavery had been practiced in Africa before the arrival of Europeans.c. Europeans viewed slaves as property.d. Africans made no profits from the slave trade.e. The slave trade caused wars among Africans.

(OL) 2. While reading, students check and correct their predictions. ELLs use the Reading Guides which they took home the night before to help with the reading or instead of the text. (The Reading Guides are my modification.)

D. Reviewing the lesson:

(OL) 1. After reading: return to the T/F statements and go over them. Have students state whether they are true or false and give more information about them, based on their reading.

Be sure that this information is discussed:

a. “Africans were not interested in trading with the Europeans.” False
   As part of the discussion have students describe the cooperative trading arrangements between the Portuguese and the Africans.
b. “Slavery had been practiced in Africa before the arrival of the Europeans.” and
c. “Europeans viewed slaves as property.” Both “b” and “c” are true.
   Make sure students understand the differences in the way slaves were treated by the Africans vs. by the Europeans.
d. “Africans made no profits from the slave trade.” False. It was mostly Africans who captured the slaves to sell to the European traders.
   Africans nations fought each other in order to capture slaves.

E. “Triangle Trade”:

Put up overhead of the map on page 427 of the textbook, and give each student a copy of that page. While students are working at the overhead, the students at their desks should trace the routes with their fingers, and go over them with a highlighter. In one color, have a student at the overhead trace over the line from Europe to Africa that shows “iron products, silver.” Ask class what other goods the Europeans brought to Africa to trade: guns, liquor, and cloth. In a second color, have a student trace the line from Africa to the Americas that is labeled
“Middle Passage.” Ask the students what was being carried on the ships: slaves. In a 3rd color, have a student trace the line from the West Indies to Europe, showing the “plantation products.” Do they know where the plantation products came from? Who worked the plantations?

Ask the students: why do you think this was called a “Triangular Trade System”?

Refer to the name “Middle Passage”: why do the students think it was called that? What happened to the slaves during the Middle Passage? About 20% died en route. (Over 20 million Africans were captured and sold into slavery. So over 4 million would have died on the slave ships.)

F. Effects of the slave trade:
(OL) Put up a 2-column chart, entitled “Effects of the Slave Trade”. Label one column: “perceived benefits”. Label the other column: “ill effects”. Give students a sheet of paper to fold in half to make 2 columns also. Talk about the column titles. Explain that “perceived benefits” means that at the time the people thought they were good things- we might not think so now. Next to the column titles put in parentheses: “(Good) “ and “(Bad)”.

Have students discuss at their table groups of 4 or 5: what were the effects of the slave trade, what column do they belong in? Have students work for 5-10 minutes to fill in their charts. Then have the whole class discuss their choices and fill in the large chart. Students can make changes to their own charts. Effects should include: Benefits to the European traders, the plantation owners (in particular that the plantation owners needed people to do the hard work on the plantations), and some of the African kingdoms, influence of African culture on the culture of the Americas. Ill effects include the mistreatment and death of millions of people, economic devastation to Africa, wars among Africans, legacy of racism.

Closure: Ask the students why they think the slave trade occurred. Have them look at who benefited to answer the question. In what way did they benefit? It’s an example of history being shaped by economics.

Have the students look at their maps again. One student reads the question on the bottom of the map: “How do you think this trade pattern might have been different if everyone at the time felt that people could not be sold?” Allow the students to answer that in their own ways. What else might have been different?

Students discuss in table groups: What might be different if there had not been a slave trade?

Students write individual answers to the question, differentiated like this:
1. Mainstream and advanced students write a paragraph to answer the question.
2. Intermediate ELLs start with a paper on which is already written, “If there had not been a slave trade... and finish the sentence.
3. Beginner ELLs start with the same paper but draw the end of the sentence. Then they tell the teacher what the drawing represents the teacher writes it in, and the student reads it to the teacher.
Europeans in Africa

The Portuguese came to Africa.
The Portuguese and the Africans traded with each other.

The Portuguese built trading centers on the African coast.
The Portuguese paid rent to the African rulers.
The Portuguese gave the African rulers some of the money they made.
The Portuguese protected the African rulers from their enemies.

First, the Portuguese bought gold, ivory, and spices from the Africans.

Then things changed.
The Portuguese wanted slaves to do very hard work in the Americas.

Before the Portuguese came to Africa, there were slaves in Africa.
They weren’t treated very badly. Often they became free.

The Europeans treated the slaves differently.
The slaves were beaten.
The slaves were hungry.
The slaves lost their families.
Many slaves died.
Most slaves were never free again.

The slave trade was part of the “triangle trade” system.
There were 3 parts to the trade.
1. Europeans brought iron, cloth, guns, and liquor to Africa.
They traded those goods for slaves.
2. The Europeans took the slaves to the Americas.  
The trip was called "The Middle Passage."  
Many slaves died on the way to America.  
In America, the Europeans traded the slaves to the settlers.  
They got sugar cane, cotton, tobacco and coffee from America.

3. The Europeans took the American goods back to Europe.  
They got iron, cloth, guns, and liquor in Europe.  
Then they went to Africa for more slaves.

The African slave trade lasted more than 300 years.

The slave trade was very bad for Africa.  
Millions of people were taken.  
Millions of people died.  
Families were ruined.  
There were not enough people to grow food in Africa.  
African nations went to war with each other over slaves.  
When the slave trade ended, the great African kingdoms had nothing.

Europeans in Europe and the Americas got rich because of slavery.  
They treated the slaves very badly.  
They spread the idea that the slaves were not as good as the Europeans because they had dark skin.  
That idea is called "racism."  
Racism has caused many problems in Europe and America.
Reading Guide, Intermediate

Chapter 14, Lesson 2, pages 425-428

Europeans in Africa

The first Europeans to live in Africa came from Portugal.
The Portuguese and the Africans traded with each other.
The Portuguese and the Africans worked together. They were trading partners.

African rulers let the Portuguese build trading centers along the African coast.
The Portuguese paid rent to the African rulers.
The Portuguese gave the African rulers some of the money they made.
The Portuguese protected the African rulers from their enemies.
The Portuguese bought gold, ivory, and spices from the Africans.

Then things changed.
The Portuguese wanted to buy slaves from the Africans.
They wanted slaves to do very hard work.

Before the Portuguese came, there were slaves in Africa.
Most of them were criminals or prisoners of war.
They weren’t treated very badly. Often they became free.

The Europeans treated the slaves differently.
The slaves were beaten.
The slaves were hungry.
The slaves lost their families.
Many slaves died.
Most slaves were never free again.

The slave trade was part of the “triangle trade” system.
There were 3 parts to the trade.
First, Europeans brought iron, cloth, guns, and liquor to Africa.
They traded those things for slaves.

Second, they took the slaves on slave ships to the Americas.
The trip was called the “Middle Passage.”
Many slaves died on the way to America.
In America they traded the slaves for sugar cane, cotton, tobacco and coffee.

Third, they took the sugar cane, cotton, tobacco and coffee back to Europe.
They traded it for iron, cloth, guns, and liquor to take back to Africa and trade for more slaves.

The African slave trade lasted more than 300 years.

The slave trade was very bad for Africa.
Millions of people were taken.
Millions of people died.
Families were ruined.
There were not enough people to grow food in Africa.
African nations went to war with each other over slaves.
When the slave trade ended, the great African kingdoms had nothing.

Europeans in Europe and the Americas got rich because of slavery.
They treated the slaves very badly and they spread the idea that the slaves were not as good as the Europeans because they were from Africa and had dark skin.
That idea is called “racism.”
Racism has caused many problems in Europe and America.
Europeans in Africa

The first Europeans to settle in Africa came from Portugal. The Portuguese and the Africans cooperated with each other. They were trading partners.

African rulers let the Portuguese build trading centers along the African coast. In return, the Portuguese paid rent to the African rulers. The Portuguese shared their profits with the African rulers. The Portuguese protected the African rulers from their enemies. The Portuguese bought gold, ivory, and spices from the Africans.

Then things changed. The Portuguese wanted slaves for the plantations in America. They wanted slaves to do very hard work that no one else wanted to do. The Portuguese bought slaves from the Africans.

Before the Portuguese came, there were slaves in Africa. Most of them were criminals or prisoners of war. They weren’t treated very badly. Often they became free.

The Europeans treated the slaves differently. They treated the slaves as if they were property and not people. Families were separated. The slaves were beaten. Many slaves died on the ships to America. Most slaves were never free again.

The slave trade was part of the “triangle trade” system. There were 3 sides to the trade. First, Europeans brought iron, cloth, guns, and liquor from Europe to Africa, and traded those things for slaves.

Second, they took the slaves to the Americas on slave ships. The journey was called the “Middle Passage.” In America, they traded the slaves to the settlers in America. The settlers gave them sugar cane, cotton, tobacco and coffee.

Third, they went back to Europe with the goods from America. In Europe they got iron, cloth, guns and liquor to take to Africa and trade for more slaves.

The African slave trade lasted more than 300 years.

The slave trade was very bad for Africa. Millions of people were taken. Millions of people died. Families were ruined. There were not enough people to grow food in Africa.
African nations went to war with each other. Some of the African rulers got very rich by capturing and selling other Africans to the slave traders. They stopped caring about their kingdoms, and when the slave trade ended, the great African kingdoms had nothing.

Europeans in Europe and the Americas got rich because of slavery. They treated the slaves very badly and they spread the idea that the slaves were not as good as the Europeans because they were from Africa and had dark skin. That idea is called “racism.”
Racism has caused many problems in Europe and America.
Important terms:

1. A **plantation** is a huge farm.

2. **Triangle trade** was a trade route with three "sides", like a triangle:
   a. from Europe to Africa
   b. from Africa to the Americas,
   c. from the Americas to Europe.

3. the **Middle Passage** was the trip that the slaves took on ships from Africa to the Americas.

4. **Racism** is the idea that some people better or worse than other people because of the color of their skin.
If there had not been a slave trade,
When the people of Malindi saw [the Portuguese], they knew they were bringers of war and corruption, and were troubled with very great fear.

*The Chronicle of Kilwa,* describing the arrival of Vasco da Gama's fleet in East Africa

Brass sculpture of an oba (king) of Benin
African slave traders marched a caravan of captives across the savanna to the coast, where they will be sold to Europeans. Of all the captives taken in the interior of Africa, only about one-third reached the New World; most perished during the harsh overland journey or in the suffocating holds of slave ships.

history or achievements of their own, had contributed nothing but unreasoning muscle power.

These beliefs finally began to crumble after the end of World War II in 1945. At that time, the African continent began to free itself from European domination, and scholars from many nations began intensive studies of African history. Little by little, centuries-old misconceptions have given way to an understanding of Africa’s crucial role in world history.

Human history begins in Africa: about 7.5 million years ago, the first humanlike creatures, known as hominids, appeared on the African continent and gradually evolved into Homo sapiens, the species to which all modern humans belong. From...
A slave's journey

As the tobacco, sugar, and cotton plantations became established in the Caribbean and the Americas, the plantation owners needed more workers. European traders were interested in capturing or buying slaves from Africa, and African rulers were willing to sell the slaves they had captured in wars. Men, women, and children were forcibly taken, tied, or shackled together, and marched to the coast to await a ship. Those who survived the long journey were sold to plantation owners.

Deterrents to slavery
These lip disks (for both top and bottom lips) were worn by the Sara women of central Africa. Although considered attractive by the Sara peoples, the lip disks were not considered an asset by the Europeans. This made it less likely that the women would be captured and marched across Africa to be transported and sold.

Lack of space meant that slaves could not lie down

Economic disaster
From 1500 to 1850, about 25 million people either died during wars fought between African rulers or were captured and sold into slavery, like this netted man awaiting transport. This had a disastrous effect on traditional ways of life, and deprived the continent of a vital part of the population.

Traveling on a slavership
Slaverships were usually overloaded, with as many as 600 slaves crammed into a space built for 400. Many slaves died on the way, and some committed suicide by refusing food or throwing themselves overboard to drown.

Shackled
Gangs of armed raiders traveled into the forests of western Africa to capture as many men, women, and children as possible. The villagers were shackled together and marched to the coast. During the journey they were treated with great brutality, and at the coast the hardship continued. Although children were often captured with their parents, the traders were not concerned if families or villagers were kept together. They separated the slaves according to age, size, sex, and physical fitness.

No way out
On a slavership, limited space and the poor ventilation and sanitation led to many deaths, both from sickness and suicide. Sometimes the slaves mutinied, but this usually led to the ringleaders being killed, or the slaves wandering the ocean, unable to steer the captured ship.
Atlantic to the Americas. There the traders sold the Africans for products from the Americas. The traders took these goods back to Europe, completing the triangle. For more than 300 years, Africa was the center of the slave trade. Eventually, many Europeans, especially religious leaders, began to feel that slavery was cruel and wrong. In 1807 the British government put a stop to Britain's part in the slave trade, and other countries did the same. Newly enslaved people were no longer taken to the United States. However, a cruel war would follow before slavery ended there in 1865.

**How did the system of triangle trade operate?**

**Effects of the Slave Trade**

As many as 12 million enslaved Africans were taken to the Americas during the time of the slave trade. In addition, many others died.

The slave trade had a terrible effect on the economy of Africa. In some places so many people were taken that the land was left almost empty. There were few people to work the fields or care for the herds. Also, the African kingdoms that took part in the slave trade made such large profits that they ignored all other economic activities. When the slave trade and its profits ended, the once-great African trading kingdoms were left with nothing.
Lesson 2: Descriptive Narrative

This is the second lesson in a unit discussing interaction between Europe, Africa, and the Americas. In the original lesson plan Lessons 1 and 2 were considered part of the same lesson. I divided them into two lessons to make the content load smaller and to be able to deal with the content in greater depth. I think this change will help to make the content more comprehensible.

My other modifications made to make the content comprehensible include:
1. use of maps to contextualize information
2. referring to the previous lesson to contextualize
3. using visuals to introduce the topic of slavery
4. using students’ first language to define “slavery”
5. providing differentiated reading guides and a list of important terms
6. while discussing true/false statements they are also written so students can see them and hear them at the same time. These statements are also paraphrased and simplified to increase comprehensibility and match simplified language with the more complex academic language.
7. overheads are used so that students can follow the processes of tracing the triangle trade route while that is being modeled by the teacher or a fellow student.
8. When discussing the effects of slavery the talk is repeated so that it will be more familiar- first discussed in small groups and then discussed again as a whole class. This information is also written on the chart, so students are exposed at least 3 times to the information.
9. Modifying speech with repetition, simplification, slowed pacing, wait time, clear speech, and questioning.

Modifications used to increase opportunities for student interaction include:
1. using open-ended questions to engage students and create situations with no “wrong” answer.
2. using thumbs up/ thumbs down gesture to respond to the True/False statements.
3. Using alternative grouping to discuss the effects of the slave trade.
4. Repeating the above discussion in the whole class grouping so that ELLs might feel comfortable enough to share their ideas in a larger group, too.
5. Reducing teacher talk so that there are more opportunities for students to talk.
6. Differentiating the written work so that ELLs can be successful and express their ideas.
Lesson 3
Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 3: A Time of Encounter

Lesson Objectives:

Content Objectives:
(OL) 1. In small groups students will analyze the effects of encounters between the Spanish and peoples of the Americas.
2. In small groups, students will discuss the interactions between the Native Americans and Europeans.

Language Objectives:
1. Students will participate in small group and whole class discussions about the items exchanged between the Americas and Europe
2. Students will list the pros and cons of the “Columbian exchange.”
3. In small groups students will discuss the interactions between the Native Americans and either Spain, France, or England.
4. Students will listen to their peers discuss the interactions between the Native Americans and Europeans.
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss in small groups and whole class</td>
<td>Items exchanged between the Americas and Europe</td>
<td>The Native Americans had __________.</td>
<td>Avocados, Beans, Cassavas, Chocolate, Corn, Peanuts, Peppers, Potatoes, Squash, Sweet potatoes, Tobacco, Tomatoes, Gold, Silver, Precious stones</td>
<td>lists</td>
</tr>
</tbody>
</table>
| Discuss in small groups | Effect of Columbian exchange | It was fair/unfair because __________.  
It was good/bad because __________.  
_________ got rich because __________. | Columbian exchange, Sickness, Conquered, Choice, Encomienda, slaves | Conjunction because |
| Discuss in small groups | Interactions between Native Americans and Europeans | ______ took land from ________.  
_______ lied to ________.  
_______ helped ________. | Settlers, conquistadors | survive |
Please Note: the notation "(OL)" refers to plans taken from the original lesson.

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   3. In small groups students will discuss the interactions between the Native Americans and either Spain, France, or England.
   4. Students will listen to their peers discuss the interactions between the Native Americans and Europeans.

Materials needed:
Items that traveled between the Europeans and Native Americans:
*Avocados, beans, cassavas, chocolate, corn, peanuts, peppers, potatoes, squash, sweet potatoes, tobacco, tomatoes, chickpeas, sugar, wheat
*Fake jewelry to represent gold, silver, and precious stones
*Toy animals: Cattle, chickens, pigs, sheep, horses.
Large world map
Reading guides for ELLs, along with list of important names

A. Activate background knowledge/ build shared background:

1. Bring in items that traveled between the Europeans and Native Americans:
   Avocados, beans, cassavas, chocolate, corn, peanuts, peppers, potatoes, squash, sweet potatoes, tobacco, tomatoes, gold, silver, and precious stones.
   Cattle, chickens, pigs, sheep, chickpeas, sugarcane, wheat, horses.

(Use actual food items, toy animals, fake jewelry, to represent the items, that is realia rather than pictures when possible.)

2. On a world map, point out the continents known as the Americas. Point out where we are. Point out Spain in Europe, and the areas in the Americas that the Spanish came to (specifically Mexico and Peru),
3. Give each table group of students a handful of the items you have brought in. Ask them to talk separate the items into 2 groups: which things they think came from America and which came from Europe. After they have had a chance to do that, make a whole class list, talking about their reasoning.

Tell the students we'll have a chance to find out where these things are from as we read the chapter.

B. Reading the chapter: Students read pages 429-433. ELLs use the Reading Guides which they took home the night before to help with the reading or instead of the text. (The Reading Guides are my modification.) Circulate while students are reading, make sure that the ELLs are understanding their guides. (see pp. 4-8)

C. Discussion:
1. Ask students why Spain would have wanted an empire in the Americas.
2. Refer to the chart that lists the “pros” and “cons” effects of the slave trade. Tell the students you want them to do the same thing for the interaction between the Spanish and the Native Americans. In their groups they will discuss the benefits and ill effects for both cultures. One person in the group will record their ideas on a 2-column list.

Then the whole class will discuss it and the teacher can chart their ideas on a master chart.

3. a. Write on the board: "Columbian Exchange." Ask students if they remember what that term refers to. ("The movement of people, animals, plants, diseases and ideas between Europe and the Americas." (textbook, p. 431.) Write, and paraphrase, the definition.

b. Have students tell you which countries we have read and talked about which were part of the Columbian exchange. Write them on the board.

c. Divide the class into 3 groups: Spain, France, England

Each group will answer these questions from the point of view of their specific country:
1. Why did they come to the Americas?
2. Who did they find in the Americas?
3. How did they interact with the Native Americans?
4. Did their interactions change over time? Why or why not?
5. Did both sides benefit equally from the interaction? Explain the answers.

Give the groups about 10 minutes to discuss their answers. Then have each group take a turn sharing their answers with the class. Record them on a large chart.

d. have the whole class look for similarities and differences between the Native Americans’ experiences with different countries.

D. Closure. Remind the class that we have spent the last 3 lessons talking about interactions between cultures. Pointing to the maps, have students remind each other which cultures and interactions we have discussed (1st day: Trade between African kingdoms, 2nd day: Trade between Africa, Europe, and the Americas; 3rd day: Exchanges between Europe and the Americas.).
Ask students: what was the motivation for these interactions? Try to get at "trade" and the desire to amass wealth. Point out, if the students don’t, how the desire for wealth motivated the African rulers to capture other Africans, the motivated the Spanish to destroy cultures in the search for gold, and to abuse people in forced labor.

Ask students: Did any of the Europeans show respect for the cultures they found in Africa and the Americas? Can they imagine how things could have been different if they had?
Reading Guide, Beginner
Lesson 3: A time of Encounter, pages 429-433

1. Spain and the Americas

Spanish conquistadors looked for gold and riches in the Americas. Hernando Cortes was from Spain. He conquered the Aztec empire.

Francisco Pizarro was also from Spain. He conquered the Inca empire. Cortes and Pizarro made a large empire for Spain.

The Aztecs, Incas, and other Native Americans had to work for the Spanish. They were treated like slaves. They got sick with Spanish diseases.

When the Native Americans died, the Spanish got African slaves to do the work. They treated the Africans badly too.

2. France and the Americas

Jacques Cartier was from France. He went to the area that is now Canada. French traders came to trade with the Native Americans for furs.

The French taught some of the Native Americans the Catholic religion. The Native Americans taught some of the French their language and customs. The French and Native Americans traded with each other.

3. England and the Americas

English settlers came to the areas that are now Virginia and Massachusetts. The Native Americans helped them find food.

More English came so they needed more land. The English pushed the Native Americans off their land.
Reading Guide, Intermediate
Lesson 3: A time of Encounter, pages 429-433
1. Spain and the Americas

Spanish conquistadors looked for gold and riches in the Americas. Hernando Cortes was from Spain. In 1519 he came to the Aztec Empire, in what is now Mexico. The Aztec king was named Mohtecuhzoma. Mohtecuhzoma thought that Cortes was a god. He gave Cortes lots of gold. Cortes conquered and destroyed the Aztec Empire.

Francisco Pizarro was also from Spain. He was also looking for gold. Pizarro conquered the Inca Empire, in what is now Peru. Cortes and Pizarro helped build a large empire for Spain.

The Europeans got new plants from the Native Americans. The Native Americans got new plants and animals from the Europeans. The Europeans also brought disease with them.

The Aztecs, Incas, and other Native Americans had to work for the Spanish. They were treated like slaves. They got sick with diseases from Europe.

When the Native Americans died, the Spanish got African slaves to do the work. They treated the Africans badly too.

2. Portugal and the Americas

A Portuguese explorer named Pedro Cabral conquered the area that is now Brazil. Portugal controlled that country, but Spain controlled the rest of South America.
3. France and the Americas

Jacques Cartier was from France. He went to the area that is now Canada. French traders came to trade with the Native Americans for furs.

The French taught some of the Native Americans the Catholic religion. The Native Americans taught some of the French their language and customs. The French and Native Americans traded with each other.

4. England and the Americas

English settlers came to the areas that are now Virginia and Massachusetts. The Native Americans helped them find food and survive.

More English settlers came so the English needed more land. The English pushed the Native Americans off their land.
Reading Guide, Advanced

Lesson 3: A time of Encounter, pages 429-433

1. Spain and the Americas

Spanish conquistadors looked for gold and riches in the Americas. Hernando Cortes was a conquistador from Spain. In 1519 he came to the Aztec Empire, in what is now Mexico. The Aztec king, Mohtecuhzoma, thought that Cortes was a god. He gave Cortes lots of gold but Cortes wanted more. Cortes conquered and destroyed the Aztec Empire.

Francisco Pizarro was also from Spain. He was also looking for gold. Pizarro killed the Inca king, Atahualpa, and conquered the Inca Empire, in what is now Peru. Cortes and Pizarro helped build a large empire for Spain.

The Europeans got new plants from the Native Americans. The Native Americans got new plants and animals from the Europeans. The Europeans also brought diseases with them.

The Aztecs, Incas, and other Native Americans had to work for the Spanish. They were treated like slaves. They got very sick with diseases from Europe.

When the Native Americans died, the Spanish got African slaves to do the work. They treated the Africans badly too.

2. Portugal and the Americas

A Portuguese explorer named Pedro Cabral conquered the area that is now Brazil. Portugal controlled that part of South America, but Spain controlled the rest of South America.

3. France and the Americas
Jacques Cartier was an explorer from France. He went to the area that is now Canada. French traders came to trade with the Native Americans for furs.

The French taught some of the Native Americans the Catholic religion.

The Native Americans taught some of the French their language and customs. Many of the French trapped animals for their furs. The French and Native Americans traded with each other.

4. England and the Americas

English settlers came to the areas that are now Virginia and Massachusetts. The Native Americans helped them find food and survive.

More English settlers came so the English needed more land. The English pushed the Native Americans off their land.
Lesson 3: A time of Encounter, pages 429-433

Important Names

Cortes was a conquistador from Spain.
Pizarro was a conquistador from Spain.
Motecuhzoma was the Aztec emperor.
Atahualpa was the Inca emperor.

Cartier was an explorer from France.
The Algonkins and Hurons were Native American tribes.

The Columbian Exchange was the movement of people, ideas, and things between Europe and the Americas.

Things They Shared

The Native Americans gave these things to the Europeans:
Avocados, beans, cassavas, chocolate, corn, peanuts, peppers, potatoes, squash, sweet potatoes, tobacco, tomatoes, gold, silver, and precious stones.

The Europeans gave these things to the Native Americans:
Cattle, chickens, pigs, sheep, chickpeas, sugarcane, wheat, horses, guns, and diseases.
Lesson 3: A time of Encounter, Descriptive Narrative

The third lesson in this unit continues the theme of interactions between cultures. We read about and discuss the different types of interactions that Spain, France, and England had with the Native Americans in the 1500’s and 1600’s.

This lesson starts with realia, to engage students, contextualize the lesson, and help in learning vocabulary. All these things will help in making the content comprehensible. As with the previous lessons, reading guides can be used instead of the text or to make it more comprehensible. Maps will help to contextualize the lesson and also provide visuals that can be understood without a lot of language.

As in the previous lessons, small group discussion will increase opportunities for interaction. In this lesson the students, in small groups, are required to talk about the interactions between the Native Americans and one specific country. Then they will present their ideas to the rest of this class. This activity will provide more opportunity for interaction.
Lesson 4
Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 4: Skill: Comparing Maps

Lesson Objectives:

Content Objectives:
(OL) 1. Students will recognize some steps for comparing maps.
(OL) 2. Students will compare countries that controlled areas of the Americas in 1750 and current official languages in those areas.
(OL) 3. Students will compare two different maps of the same locale and write about what they have learned from the comparison.

Language Objectives:
1. Students will describe different types of maps.
2. Students will state when to use different types of maps.
3. Students will write about what they have learned from comparing maps.
### Functional / Notional Chart for Lesson 4: Comparing Maps

<table>
<thead>
<tr>
<th>Function</th>
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<th>Expressions</th>
<th>Vocabulary</th>
<th>Structures</th>
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</thead>
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<td>describe</td>
<td>maps</td>
<td>This is a __________ map.</td>
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<td>adjectives</td>
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<td>Cultural</td>
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<td>This map has __________.</td>
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<td>Scale</td>
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<td>This map shows __________.</td>
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<td>write</td>
<td>Information from</td>
<td>I learned __________.</td>
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<td>maps</td>
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<td>Rural area</td>
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<td>_______ is near _______.</td>
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<td>(place name) (location)</td>
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Please Note: the notation "(OL)" refers to plans taken from the original lesson.

Lesson 4: Skill: Comparing Maps

Lesson Objectives:

Content Objectives:
(OL) 1. Students will recognize some steps for comparing maps.
(OL) 2. Students will compare countries that controlled areas of the Americas in 1750 and current official languages in those areas.
(OL) 3. Students will compare two different maps of the same locale and write about what they have learned from the comparison.

Language Objectives:
1. Students will describe different types of maps.
2. Students will state when to use different types of maps.
3. Students will write about what they have learned from comparing maps.

Materials Needed:
Overheads of the maps on pages 434 and 435 of the textbook.
A large variety of maps and atlases for students to use for research.
Structured writing sheet for ELLs.
Sentence strips.
Multiple foreign language dictionaries.

(OL) A. Build shared background: Show a variety of types of maps for a single or area. Discuss the different types of information each provides. When might students use each type of map? When might they need to use more than one kind of map?

B. Give each group a map. Allow them to discuss what type of information the map shows. Have the students in the group bring the map up to the front of the room and describe their map, telling what info it shows and giving an example of when you might use it.

(OL) C. Working with maps: "Understand the Process" on p. 434. have students look in their books on pages 434 and 435. Put up overheads of the maps. As a class, discuss the steps to reading and comparing the maps as directed on page 434. Then use Maps A and B, to answer the questions on p. 435 as a whole class. Have students point out the specifics on the overhead maps. Pay special attention to question #7: "Is there a connection between the European countries that settled certain areas and the languages spoken in those areas today?"

D. Look at the list of languages spoken in the Americas today in the key to map B on page. Ask the students who in the class speaks any of those languages. Tell them you want to be able to have a sentence in all the languages that are spoken by children in the class. (It can be any sentence, e.g. "Hello, I can speak______.")
Start with the languages on the map, and have a student write the sentence in each language represented. Then have students write the sentence in other languages represented in class. Post all the sentences and have the whole class practice reading them and pronouncing them correctly.
If some of the languages on Map B aren’t spoken by students in class, ask for volunteers to try to find out how to say the sentence in those languages and report back to the class with the information.

(OL) E. Close; Students do the “Think and Apply” activity on p. 435, which is to take 2 different maps of the same area, compare them, and write a paragraph describing something(s) they learned about the area from comparing the two maps. As described in the book, this activity uses 2 maps of the students’ state, however, I would change it to use 2 maps of any place that the student is interested in looking at: their city or state, a place they would like to visit, a place that they lived previously, etc.

For Ells, provide a structured response sheet. (see lesson 4, page 3.)
Lesson 4; Comparing maps

Directions: Complete the sentences to tell about the work you did.

1. I looked at maps of ________________________________.

2. I looked at a ________________________________ map.

3. I also looked at a ________________________________ map.

4. Here are some things I learned:
Compare Information on Maps

Why Is This Skill Important?
Symbols, such as color, can have different meanings on different maps. On one map the color red may stand for a certain elevation. On another map it may stand for a certain number of people per square mile or square kilometer. But when symbols such as color have a similar meaning on two maps, they can help you compare information.

Understand the Process
To compare information on different maps, you can follow these steps:
- Identify the subject and time period shown on each map.
- Find out from each map key what the symbols stand for.
- Think about what you can learn by comparing the maps that you could not learn from looking at one map alone.

Spanish street sign, Puerto Rico

MAP A: EUROPEAN SETTLEMENT IN THE AMERICAS, 1750
Use the steps to compare Map A and Map B. Then answer the questions.

1. What does the title of Map A tell you?
2. What area is shown on Map A? What does the map show you about that area?
3. What time period is shown on Map A? What does the map show you about that time?
4. What does the title of Map B tell you?
5. What area is shown on Map B? What does the map show you about that area?
6. What time period is shown on Map B? What does the map show you about that time?
7. Compare Map A and Map B. Is there a connection between the European countries that settled certain areas and the languages spoken in those areas today? Explain.

8. What do the two maps show together that you could not learn from one map alone?

Think and Apply

Use an atlas or an encyclopedia to find at least two kinds of maps of your state. They can be political, physical, economic, or cultural maps. Use the steps in Understand the Process to compare the maps. Then use what you learn from the two maps to write a paragraph describing your state.

Street sign in Canada, where English and French are spoken.

MAP B: LANGUAGES SPOKEN IN THE AMERICAS TODAY
Lesson 4: Descriptive Narrative

This lesson provides a change from the previous text-based lessons. The lesson is about maps so it is by its nature very visual, which helps to make the content comprehensible. It involves understanding what one is seeing, rather than learning new information. This also will make the experience more accessible to ELLs.

The structured writing response sheet (see Lesson 4, p.3) will help the beginner and intermediate ELLs express their ideas.

I have included an activity that brings in many languages in the hope that it will increase the involvement and comfort level of the ELLs.

As in the other lessons, small group discussion followed by the group’s presentation to the class will increase student interaction, as will lots of opportunities to respond to questions.

In the textbook, this chapter continues with two more lessons: 1. a lesson on comparing different types of graphs, and, 2. a lesson based on the book “Morning Girl” by Michael Dorris, which describes the reaction of the Taíno islanders when they first encountered Christopher Columbus. The second lesson would require significant text modification.

I think it would be very appropriate to end this unit with a research project on some of the American cultures displaced by the Europeans, or perhaps on the way the contributions of multiple cultures can be seen in the Americas today. The ELLS may wish to do a study of the cultural mix in countries where they have lived previously. This would be very interesting! There are quite a few books written for children which might help to make the information accessible to ELLs; still, the research and writing would be a daunting task for Beginner and Intermediate level ELLs. It would be very helpful for the teacher to have help in finding materials and working with the students, but it would be a very worthwhile project.
Assessment

Assessment for the unit is ongoing throughout the lessons: it is both anecdotal based on observations of student participation, and also based on the written work, which is all collected in a unit portfolio. The teacher will meet with all the students individually to discuss their work and assess their understanding of the content. These meetings will be especially important for the ELLs.
Checklists
FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

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Unit: Africa, Europe, and the Americas Interact

Functions and Grammar Checklists

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<th>Grammar</th>
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<td>4</td>
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<td>This/that</td>
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Original Lessons
Social Studies Unit: Europe, Africa, and the Americas Interact
Day 1: Chapter 14 Intro and Lesson 1

I. Introduce the chapter:
   A. Find Europe, Africa, the Americas on the map. What does the name of the chapter tell you?

   B. Link prior learning: What do you know about Slavery in the U.S.? In this chapter we’ll learn about the slave trade that brought slaves to the Americas.

   C. Discuss Chapter page: 1. The picture is a sculpture of an African ruler. What does the king’s appearance tell you about his kingdom? 2. Student reads quote aloud while others follow along. Locate Malindi in East Africa, make sure students understand the passage, ask students how the people of Malindi knew the Portuguese were bringers of war and corruption.

II. Lesson 1

A. Objectives:
   1. Compare and contrast new African kingdoms south of the Sahara
   2. Analyze Portuguese trade in Africa
   3. Summarize how the system of triangle trade worked
   4. Evaluate the effect of the slave trade on the people of Africa, Europe and the Americas

B. Link to our World
   1. Ask students to name places in the world today where people are forced to migrate against their will.
   2. Write places on the board
   3. Brainstorm about the effects of forced migration

C. Reading the lesson
   1. Pre-reading predictions: Why did the Europeans want the Africans to leave Africa? How did the Europeans force the Africans out? Whole Class True/False predictions:
      a. Africans were not interested in trading with Europeans
      b. Slavery had been practiced in Africa before the arrival of Europeans.
      c. Europeans viewed slaves as property.
      d. Africans made no profits from the slave trade.
      e. The slave trade caused wars among Africans.
   2. While reading, students check and correct their predictions.
   3. After reading: students share new ideas they have about the interactions between Europeans and Africans.

D. Discuss/Summarize the lesson by reviewing main points and questioning students:
   1. Compare and contrast the different types of governments in the African kingdoms discussed in the lesson.
   2. How did Kanem-Bornu grow wealthy? How might Idris have learned about Islam?
3. Focus on maps: use map in book and also larger map of Africa if available. How did geography affect the growth of the kingdoms? How is Kanem-Bornu different from other kingdoms?
4. Review African/Portuguese trade; ask how Africans might have felt about the development of the slave trade.
5. Review slavery in Africa pre-Europeans. What was different about European slavery?
6. Discuss trade at each point of the triangle on terms of supply and demand.
7. Review effect of slave trade on African economy; create a 2-column chart on the "Effects of the Slave Trade": "Perceived Benefits" and "Ill Effects".
8. Look at map in book of triangle trade. Answer question, how might it have been different if everyone believed that people couldn't be sold.

E. Close: return to question: What happens when people are forced to migrate against their will?

Homework: Activity Book pages 97 and 98
Lesson 2; A Time of Encounter

A. Objectives
1. Evaluate why Spain created an Empire in the Americas.
2. Analyze the effects of encounters between the Spanish and peoples of the Americas.
3. Summarize how the French and Native Americans interacted.
4. Describe how Native Americans helped English settlers.

B. Link to our world
1. Students share their experiences with different cultures.
2. Students describe how these experiences made them feel.

C. Reading the lesson
1. Pre-read: students write a paragraph about what they already know about the arrival of Europeans in the Americas.
2. After reading, they can revise or write a new paragraph including a description of the effects of European activity in the Americas.

D. Discussion/Summary/Questioning
1. The primary aim of the Conquistadors was to find gold. Why did they want gold so much?
2. Using maps: describe the location of Cortes’s final destination in the Americas.
3. Spanish encounters: Ask students to list the benefits the both sides received from the Spanish/American exchanges. Discuss the encomienda system. Was this an equal exchange?
4. French encounters: Compare/contrast the Spanish encounters with the Aztecs and Incas and the French encounters with the Algonkin and Huron Indians. What was the main purpose of the French contact with the Native Americans?
5. English encounters: Compare the initial cooperation between the native Americans and the English with the later conflict. What might have caused each?

E. Close: What happens when different cultures come into contact?

Homework: Activity Book page 100
Lesson 3: Skill: Maps
A. Objectives:
   1. Recognize some steps for comparing maps.
   2. Compare countries that controlled areas of the Americas in 1750 and current official languages in those areas.

B. Show a variety of types of maps for a single country. Discus the different types of information they provide. When might students use each type of map? When might they need to use more than one kind of map?

C. Understand the Process on p. 434. Students use the steps along with Maps A and B, to answer the questions on p. 435. Discuss the answers as a whole class.

D. Close; Students do the Think and Apply activity on p. 435

Homework: Activity Book pages 101 and 102
Lesson 4: Literature: Excerpt from “Morning Girl” by Michael Dorris

A. Objectives:
   1. Compare and contrast different cultures’ views of an event.
   2. Analyze why different cultures have different ideas.

B. Link to our world
   1. Ask students to think of an instance when a friend’s ideas about something were very different from their own.
   2. Discuss how they think people develop ideas.

C. Reading the selection
   1. Pre-read: read and discuss the story introduction on p. 436.
   2. Have students hypothesize about how the Native American view of this first meeting might differ from the European view.
   3. Read the selection.

D. Understanding the story and building on it
   1. I.D. story elements (characters, narrator, other people’s relationships to the narrator, setting) and discuss other details.
   2. Questions: Why is Morning Girl out on her own early in the morning? Who is “She-who-listens and what happened to her? geography: notice Morning Girl’s descriptions of the island. What are students’ impressions of the island based on her description? Could they describe their homes in as much detail? What does Morning Girl’s vivid description of her environment tell you about the Taino people?
   4. Read-aloud: Ask for volunteers to read the story aloud and divide it into the appropriate number of parts. Ask the volunteers to read with expression. Students can follow along or simply listen.
   5. Focus on moment when Morning Girl hears a sound in the distance. What does the sound suggest to her? What is her reaction when she sees that the noise was made by people? Lead students to infer that the Tainos feared dangerous animals and natural phenomena more than they feared unknown people.
   6. Discuss Morning Girl’s impressions of the strangers and her behavior towards them. What assumptions did she make about how to treat them? What negative comments does she make about them? What do the comments reveal?

E. Close: Question: How can people from different cultures hold such different ideas?

Homework: Activity Book page 103.

This chapter also includes a lesson on comparing information on a double-line graph, a Chapter Review, and a Chapter Test. A day would be devoted to each of these lessons to complete “Europe, Africa, and the Americas Interact.”
The Early Modern World

1250
1300 Renaissance ideas begin to take hold in Italy
1300
1350 Ming dynasty gains Mandate of Heaven in China
1368
1400 Gutenberg develops movable type
1450

About 1400 Rise of Kingdom of Kongo in Africa
Between 1300 and 1700, the modern world began to take shape. In Europe people shook off traditions of the Middle Ages and tried new ideas. Through these ideas they began to understand their lives in different ways. As a result, government, industry, religion, philosophy, and art all took new forms. At the same time, Europeans set out to explore the world. In their search they found civilizations as great as their own—in Africa, the Americas, and Asia. These encounters, or meetings, caused more changes and helped to shape the world we live in today.
When the people of Malindi saw [the Portuguese],
you knew they were bringers of war and corruption, and
were troubled with very great fear.

The Chronicle of Kilwa,
describing the arrival of Vasco da Gama's fleet in East Africa

Brass sculpture of an oba (king) of Benin
As the Middle Ages drew to a close in Europe, new kingdoms arose in Africa south of the Sahara. Like the ancient West African empires, these kingdoms grew mainly because of trade. For many of the African kingdoms, the arrival of Europeans in Africa seemed to mean more trade, wealth, and power. They would soon learn that they were mistaken.

**African Societies**

A military defeat in 1591 had led to the fall of the Songhay Empire. Soon another great empire, Kanem-Bornu (kahn•em•bawr•noo), gained control of trade across the Sahara. The kingdom of Kanem had risen around Lake Chad in the 800s. Through trade with North Africa, Kanem grew wealthy and strong. Eventually, Kanem joined with the nearby kingdom of Bornu. By 1600 the soldiers of Kanem-Bornu had created a huge empire.

Kanem-Bornu's time of greatest growth came in the late 1500s under the rule of Idris Aloma (EE•drees al•oh•muh). Idris improved his army by importing the most up-to-date weapons and hiring military advisers to teach his soldiers the newest ways to fight. Idris was a devout Muslim who tried to spread his faith to the lands he governed. He also replaced Kanem-Bornu's old laws with ones based on Islamic law. But the rulers who followed Idris did not have his leadership abilities, and Kanem-Bornu slowly weakened.

To the southwest of Kanem-Bornu, in the West African forests, other trading kingdoms formed. By 1500 Benin (buh•nin) was perhaps the most important. Benin grew rich by trading in spices, ivory, cloth, tools, and slaves. From a
Great palace in the walled city of Benin, the oba (oh•buh), or king, ruled a huge empire. Its lands filled much of what is now south-central Nigeria.

To the west of Benin, other kingdoms arose. Benin’s neighbor, Oyo (oh•YOH), grew rich in the late 1400s. A king, or alafin (ah•LAH•fin), ruled Oyo, but a council of advisers could remove him if they thought he was not a good leader. In Dahomey (duh•HOH•mee), which rose in the mid-1600s, government was very different. There the king controlled everything without any fear of being removed.

The kingdom of Ashanti (uh•SHAHN•tee), founded at about the same time as Dahomey, was ruled in yet a different way. The king made decisions only after he had spoken with a council of local chiefs. Women, too, had a place in Ashanti’s government. Female relatives of the king advised him and sometimes ruled in his place.

Far to the south, at the mouth of the Zaire River, the kingdom of the Kongo grew strong in the 1400s. The people thought of their king, the manikongo, as a god. As in the kingdoms to the north, the Kongo’s economy was based on trade.

What did the African kingdoms have in common? How were they different?
Europeans in Africa

The arrival of Europeans in Africa brought many changes to these kingdoms. The Portuguese were the first Europeans to establish settlements. The Africans were willing to trade, and they allowed the Portuguese to set up stations all along the African coast. Local African rulers rented the stations to the Portuguese in return for a part of the profits and a promise of protection from their enemies in Africa. These stations were heavily armed, almost like forts. Most stations also had Catholic priests, who had come to teach the Africans about Christianity.

At first the Portuguese traded for spices, gold, and ivory. As time went on, however, slaves came to be the main export of African trade. Events across the Atlantic in the Americas brought about this change. Settlers had started colonies in all parts of North, Central, and South America. These settlers mined the mineral wealth of the Americas. They also started huge farms, called plantations, on which they grew sugarcane, pineapples, cotton, tobacco, and coffee. Work in the mines and fields was very hard. Few Europeans were willing to do it, so owners of mines and plantations used slave labor. Africa seemed to be a good source of slaves.

How did the Portuguese carry on trade in Africa?

This ivory carving of a sailor in a ship's crow's nest (right) was created by a Benin carver. South, not north, is at the top of this European map (below) of West Africa. Why do you think the mapmaker drew the map in this way?
The Slave Trade

Slavery was not new. It had existed since earliest times. Conquered people had been enslaved by the Sumerians, the Egyptians, the Greeks, and others. Slaves worked on building projects in the Roman Empire. Slavery had also been practiced in Africa for centuries. Up to that time, however, most African slaves were prisoners of war or criminals working off their punishment. Slaves were treated fairly well and might one day become free.

European slavery was different. African slaves were thought of as property, to be bought and sold as their owners saw fit. This type of slavery was for life. An enslaved person had little hope of ever becoming free. Children of a slave were born slaves and would remain enslaved all their lives.

First the Portuguese and then other Europeans took part in the transatlantic slave trade. Slave catchers went into the African countryside, capturing anyone they could. They then sold their captives to European traders at stations along the coast. The traders loaded the captured people on ships for the journey to the Americas. The traders showed no mercy. They separated “fathers from sons, husbands from wives, brothers from brothers,” one Portuguese observer said.

Life on the slave ships was horrible. The more slaves aboard, the greater the traders’ profits. So traders jammed people into every bit of space. For much of the long voyage across the Atlantic, the captured Africans were chained together in the cargo holds. A former slave named Olaudah Equiano

Who?

Olaudah Equiano about 1750–1797

Olaudah Equiano was born around 1750 in what today is Nigeria. At the age of 11 or 12, Equiano was captured and sold into slavery. He was shipped to Virginia, where he worked on a plantation. He was then sold to an officer in the British navy. After serving with his owner in the French and Indian War, Equiano was sold to a West Indian merchant. In time Equiano made enough money to buy his freedom. In 1777 he settled in England, where he wrote a book about his life as a slave. He also became a leader in the movement to bring an end to slavery.

(oh·L OW· d uh  ek· wee· AHN· oh) said that the air “became unfit for respiration [breathing] from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died. . . .”

Perhaps as many as one African in five died on this terrible trip. Those who lived to reach the Americas were sold at auction. The sale of human life was part of a system called the triangle trade. First, traders sailed from Europe to Africa with iron, cloth, guns, and liquor. In Africa the traders exchanged these goods for enslaved people. Next, during what is sometimes called the Middle Passage, the enslaved people were shipped across the
Atlantic to the Americas. There the traders sold the Africans for products from the plantations. The traders took these goods back to Europe, completing the triangle.

For more than 300 years, Africa was the focus of the slave trade. Eventually, many Europeans, especially religious leaders, began to feel that slavery was cruel and wrong. In 1807 the British government put a stop to Britain's part in the slave trade, and soon other countries did the same. Newly enslaved people were no longer taken to the United States. However, a cruel war would follow before slavery ended there in 1865.

**How did the system of triangle trade operate?**

**Effects of the Slave Trade**

As many as 12 million enslaved Africans were taken to the Americas during the time of the slave trade. In addition, many others died. The slave trade had a terrible effect on the economy of Africa. In some places so many people were taken that the land was left almost empty. There were few people to work the fields or care for the herds. Also, the African kingdoms that took part in the slave trade made such large profits that they ignored all other economic activities. When the slave trade and its profits ended, the once-great African trading kingdoms were left with nothing.

**THE SLAVE TRADE**

**MOVEMENT** Triangle trade involved selling of both goods and people.

How do you think this trade pattern would have been different if everyone at the time felt that people could not be sold?
The slave trade also had a deep and lasting effect on African society. At first Africans sold mostly prisoners of war to Europeans. But as the demand for slaves grew, Africans started raiding nearby communities. As a result, many wars broke out among the African kingdoms. The slave trade affected Europeans and Americans, too. To take part in buying and selling people, traders and owners had to act without feeling. They had to think of the Africans they had enslaved as inferior to them—as less than human. In lands affected by slavery, racism—a feeling of being better than other people because of their race or color—spread. Racism has been a continuing source of concern in the Americas, in Europe, and in Africa.

What were the effects of the slave trade on the people of Africa, Europe, and the Americas?

LESSON 1 REVIEW

Check Understanding

1. Recall the Facts  What created the demand for slaves?
2. Focus on the Main Idea  What were the effects of the forced migration of Africans by Europeans?

Think Critically

3. Think More About It  How did Europeans deny basic human rights to Africans?
4. Cause and Effect  What effect did the slave trade have on African family life?

5. Past to Present  In what ways do the results of slavery show themselves in life today in the United States?

Show What You Know

Map Activity  Historians sometimes refer to the forced resettlement of Africans through the slave trade as the African diaspora (dy•AS•puh•ruh). Use resources in the library to make a map that shows the African diaspora. Be sure to show where Africans came from and where they were taken as slaves.
Across the Atlantic from Africa, the Americas also began to feel the effect of European political and economic activity. The cultures of the Americas and Europe would never be the same.

**Spain Builds an Empire**

Columbus had promised Ferdinand and Isabella new lands and wealth. On his later voyages to the Americas, he tried to keep this promise. He started colonies on some Caribbean islands and looked for gold. Other people, also seeking treasure, soon followed Columbus.

The Spanish called these treasure seekers **conquistadors** (kahn•kees•tah•doors), or "conquerors." One of the first of the conquistadors was Hernando Cortés (er•NAHN•doh kawt•TEZ). In 1519, attracted by stories of great wealth to be found, Cortés set out to explore Mexico.

When Motecuhzoma (maw•tay•kwah•SOH•mah), the Aztec emperor, heard of Cortés's arrival, he could think of only one explanation. Cortés must be the god Quetzalcoatl (khet•zah•l•kuh•WAH•tahl). According to Aztec legend, Quetzalcoatl would one day appear as a bearded, light-skinned man, almost exactly the way Cortés looked. When Cortés arrived, Motecuhzoma ordered his people to give gifts to this "god." The golden jewelry that the Aztecs offered amazed Cortés. The conquistador wanted more.

Cortés's greed led the Aztecs to turn against him. In a surprise attack on June 30, 1520, they drove the Spaniards from their capital, Tenochtitlán. The following year, however, Cortés returned with a larger army. The Spaniards burned the Aztec city.
Cortés's gold gave other conquistadors the desire to search for riches. In 1526 Francisco Pizarro (fran•SI•koh pee•ZAR•oh) led an expedition to the Inca Empire in South America. The Inca emperor, Atahuallpa (ah•tah•WAHL•pah), agreed to meet with Pizarro and was taken prisoner. In return for his freedom, Atahuallpa promised Pizarro a large room filled with gold. Atahuallpa kept his word, but Pizarro had him killed anyway. The Spaniards then conquered the Inca Empire easily.

Chasing dreams of gold, other conquistadors explored much of the Americas. Within 100 years of Columbus’s first voyage, the Spanish ruled a large empire in the Americas. They did not control all of South America, however. In 1500 Pedro Cabral (kah•BRAHL) had claimed what is now the country of Brazil for Portugal.

Why did Spain create an empire in the Americas?

Spanish Encounters

Almost at once, ships began to carry gold, silver, and precious stones back to Spain. Spain became the richest, most powerful nation in the world during the 1500s.

As the Spanish moved through the Americas, they learned about many new foods. Corn, beans, squash, peppers, avocados, peanuts, tomatoes, and chocolate soon were added to the European diet. Some foods, such as the peanut, traveled beyond Europe to become important foods in Africa and Asia. Perhaps the food that caused the greatest change was the potato. Cheap and plentiful, the potato kept many poor people from starving. This caused a great population increase in Europe. One non-food crop—tobacco—also found its way to Europe.

The Spaniards who settled in the Americas brought European animals and plants with them. Cattle, chickens, pigs, sheep, chickpeas, sugarcane, and wheat changed the way the peoples of the Americas ate. The horse,
which had been unknown in the Western Hemisphere, changed transportation, hunting, and warfare.

At the same time, the Spanish brought deadly diseases such as influenza, smallpox, and measles to the Americas. The people of the Americas had never been exposed to many of these diseases. Therefore, they had not developed an immunity, or resistance, to them and usually died if they became ill with them. As many as 90 percent of the native peoples may have died from European diseases.

Historians refer to the movement of people, animals, plants, diseases, and ideas between Europe and the Americas as the Columbian exchange. People were certainly an important part of this exchange.

In Spanish America some European colonists established what was known as the encomienda (en-koh-mee-en-dah) system. Under this system Native Americans had to work for the colonists and accept their religion. In return, the colonists were supposed to make certain that these people were well fed and were taught the Catholic faith. Many colonists, however, treated the people as slaves. When the Native Americans died from overwork and disease, the colonists replaced them with African slaves. They treated the Africans as poorly as they had the Native Americans.

Slowly the cultures of the Spanish, the Africans, and the Native Americans began to mix in Spanish America. For example, many Native Americans and slaves accepted the Catholic religion. The Spanish adopted the lifeways of the African slaves and the Native Americans that were suited to the American environment. This mixing of cultures created a new Latin American way of life.

What exchanges took place between Europe and the Americas?

Malintzin
about 1501–1550

When Hernando Cortés landed on the Yucatán Peninsula, he came into contact with the Mayas. As a peace offering, the Mayas gave him 20 slaves. Among them was a young Aztec princess named Malintzin (mah-LINT-chin). Cortés called the young woman Doña Marina and made her his interpreter. In time Malintzin became one of Cortés’s most trusted advisers. He felt that the conquest of the Aztecs would have been almost impossible without her. For the same reason, many people in Mexico today think Malintzin was a traitor. In fact, some Mexicans call a person who betrays his or her own people a Malinchista.

French Encounters

Meanwhile, far to the north, encounters between Native Americans and Europeans produced a very different American culture. The explorations of Jacques Cartier (ZHAK kar-TAY) in the 1530s gave France a claim to lands in what is now Canada. Cartier reported that the lands lying along the St. Lawrence River had many fur-bearing animals and that the Native Americans were willing to trade. French traders soon began bartering with the Indians for furs and skins, which brought high prices in Europe.

Trade grew as the French became friendly with both the Algonkin (al-GON-kin) and
the Huron Indians. French trappers known as *coureurs de bois* (koo•rer duh bwah), or "runners of the woods," trapped animals and traded with the Native Americans. They lived in Algonkin and Huron villages and adopted the peoples’ languages and customs. As they traveled, they learned much about the geography of the area. Their reports gave the Europeans their first information about North America’s interior lands.

French priests also journeyed into the interior to teach native peoples the Catholic faith. Many behaved like the *coureurs de bois*. People said that Father Jacques Marquette “could be a Huron with the Hurons, an Algonkin with the Algonkins, one with any among whom he lived and worked.” Marquette traveled nearly the whole length of the Mississippi River. Those who followed Marquette claimed for France the lands around the Great Lakes and the Ohio River. There they found people making claims for another European country—England.

**How did the *coureurs de bois* become accepted by the Native Americans?**

**English Encounters**

The earliest English settlers arrived on the east coast of North America. For the most part, Native Americans were friendly to them. They taught the settlers how to grow corn, pumpkins, squash, and beans. They showed the settlers the best places to fish and to gather shellfish.
With the help of the Native Americans, the English settlers survived their early years in North America. Soon they began to do well as farmers. Their success brought more settlers from England. To grow more food for the increasing population, the colonists started to feel the need for more land. Because of this, they began to drive the Native Americans off the lands on which they lived and hunted. As the number of new colonists grew, more and more Native Americans were pushed westward.

Several tribes who spoke the Iroquois language lived farther inland. These tribes united to form the Iroquois League. An unwritten constitution, or set of rules, kept peace among the members. Leaders from each tribe met in a Grand Council. The Grand Council declared war and made peace treaties, controlled trade, and protected the members of the League. Recognizing the League's strength, the colonists made treaties with it. Peace lasted for a time, but later the League broke apart. However, a plan similar to the Iroquois idea of bringing together different groups in a league would be used by the writers of the Constitution of the United States more than 100 years later.

How did Native Americans help the English settlers?

Lesson 2 Review

Check Understanding

1. Recall the Facts  What is the name for the transfer of people, animals, plants, diseases, and ideas between the Eastern and the Western hemispheres?

2. Focus on the Main Idea  How did the arrival of Europeans in the Americas affect life in both the Western and Eastern hemispheres?

Think Critically

3. Think More About It  Do you think conflict between the people of the Americas and the Europeans had to happen? Why or why not?

4. Personally Speaking  How would you react if people with a different language, religion, and way of life arrived in your community and claimed it for themselves?

5. Cause and Effect  What were the positive and negative effects of the Columbian exchange?

Show What You Know

Chart Activity  Create an illustrated chart that identifies the people, animals, plants, diseases, and ideas that moved between Europe and the Americas in the Columbian exchange. Share and discuss your work with classmates.
**Compare Information on Maps**

**Why is This Skill Important?**
Symbols, such as color, can have different meanings on different maps. On one map the color red may stand for a certain elevation. On another map it may stand for a certain number of people per square mile or square kilometer. But when symbols such as color have a similar meaning on two maps, they can help you compare information.

**Understand the Process**
To compare information on different maps, you can follow these steps:
- Identify the subject and time period shown on each map.
- Find out from each map key what the symbols stand for.
- Think about what you can learn by comparing the maps that you could not learn from looking at one map alone.

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**MAP A: EUROPEAN SETTLEMENT IN THE AMERICAS, 1750**

![Map of European settlement in the Americas, 1750](image)
Use the steps to compare Map A and Map B. Then answer the questions.

1. What does the title of Map A tell you?
2. What area is shown on Map A? What does the map show you about that area?
3. What time period is shown on Map A? What does the map show you about that time?
4. What does the title of Map B tell you?
5. What area is shown on Map B? What does the map show you about that area?
6. What time period is shown on Map B? What does the map show you about that time?
7. Compare Map A and Map B. Is there a connection between the European countries that settled certain areas and the languages spoken in those areas today? Explain.

8. What do the two maps show together that you could not learn from one map alone?

Think and Apply

Use an atlas or an encyclopedia to find at least two kinds of maps of your state. They can be political, physical, economic, or cultural maps. Use the steps in Understand the Process to compare the maps. Then use what you learn from the two maps to write a paragraph describing your state.

Street sign in Canada, where English and French are spoken.