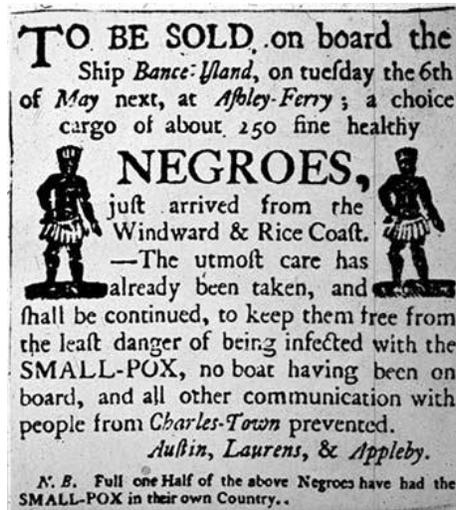


APUSH



Unit 2 Day 5

Today We Will Get You a Little More Ready to--

- ❖ Develop a coherent progression of ideas and support those ideas with references to evidence.
- ❖ Create understanding, build relationships, manage conflicts, and solve problems.
- ❖ Explain the economic, social, and psychological factors which caused Europeans and Americans to enslave Africans.
- ❖ Explain how slavery was a national problem that affected all who lived in North America.

1. Write the current date on a piece of paper and then to jot down a list of five events that have occurred since you woke up this morning.
2. Gather into large group to discuss the following questions:
 - Would a historian 100 years from now be able to reconstruct the life of a 21st century student in a U.S. school from just one list?
 - If the historian had many lists, would the reconstruction be more reliable?
 - If a historian were to see the same item on multiple lists, would that be significant and why?
 - Might there be anything on the lists to suggest cause and effect relationships? So what?
3. Grab your laptop, log on, and proceed to the following website:
<http://www.inmotionaame.org/migrations/landing.cfm?migration=1>

One person in each group will be responsible for focusing on the following sections: "Capture and Enslavement," "Development of Trade," and "Suppression of Slave Trade."

4. In your group of three, review your section for key events and dates, and then create a single entry for each date and related event. A single piece of construction paper should include a date, a heading identifying the event, and a short description of the event. Once each page has been created, your group will organize all pages chronologically into a timeline.
5. When everyone has created the entry pages and organized them into a timeline, combine them, merging the three streams from the three sections into a single timeline.

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6. Once the single timeline has been organized, as a group analyze it by completing the following:
 - Find where there are long breaks in activity. Do some events seem clustered? So what?
 - Identify instances where there is a cause-effect relationship.
 - Discuss whether there are many cause-effect relationships between the three sections over the entire span of the timeline.
 - Discuss if information contained in one of these streams tended to be the "cause," or if the three interrelated equally.

7. As a group, evaluate what you just completed:
 - What, if anything, did the visual organizing of the essay into timelines add to your understanding of the Transatlantic slave trade?
 - What single event that you learned about the Transatlantic slave trade do you believe is most significant, and why?