

2003

# Amistad Incident: Grade 8 American History Lesson Plan

Flo Tigner

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**Name:** Flo Tigner

**School:** Roth Middle School **Grade Level:** 8

**Lesson Plan Title:** Amistad Incident

<b>Content Area(s)</b>	American History
<b>Learning Objectives)</b>	To introduce students to the Amistad Incident. To highlight Social pressure on the judicial process and ethical dilemmas that can arise in the pursuit of justice. To encourage critical thinking about the value of history. To examine the role culture differences play in society, and individual lives, through the experiences of Amistad Africans and its supporters.
<b>Benchmarks for the Ohio Academic Content Standards for Social Studies</b>	Social Studies Skills and Methods People in Societies
<b>Indicators for above Benchmarks of the Ohio Academic Content Standards for Social Studies</b>	Social Studies Skills and Methods: A. Analyze different perspectives on a topic obtained from a variety of sources. 1) Compare accuracy and point of view of fiction and nonfiction sources of a particular era or event. People in Societies: B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict/ 2) Describe and explain the social economical and political effects of: A. Stereotyping and Prejudice B. Racism and Discrimination C. Institutionalized Racism and Institutionalized Discrimination
<b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)	Students should have some understanding of background information on slavery in North America. They should also understand that other countries had ships sailing across the Atlantic to West Africa for involvement in the slave trade.  <u>Understanding Slavery</u> <a href="http://www.school.discovery.com/schooladventures/slavery">www.school.discovery.com/schooladventures/slavery</a> <u>A Journey from Slavery to Freedom</u> <a href="http://www.cwpost.liunet.edu/cwis/cwp/library/aaslavry.htm">http://www.cwpost.liunet.edu/cwis/cwp/library/aaslavry.htm</a> <u>The British Transatlantic Slave Trade</u> <a href="http://www.pickeringchatto.com/transatlantic">http://www.pickeringchatto.com/transatlantic</a>



<p><b>Core Activities</b> (Detail in steps with division of time)</p>	<p>1) Discuss and define with students: abolitionist, revolt, Mende, Supreme Court, human rights, hero and Schooner.</p> <p>2) Read short synopsis of Amistad (See web site below*)</p> <p>3) Use board map to trace route Mendeland to Cuba</p> <p>4) View movie Amistad* <a href="http://movie web.com/movies/film.php?1283">http://movie web.com/movies/film.php?1283</a></p> <p>5) Video conference of Amistad/ Chris Caldwell Dayton Board of Education Technology Department. Allow five 40-45 minute class periods.</p> <p>Chris Caldwell Distance Learning Coordinator Dayton Public Schools (937) 542-3730 <a href="mailto:Caldwel@dps.k12.oh.us">Caldwel@dps.k12.oh.us</a></p>
<p><b>Overview of Student Activities</b></p> <ul style="list-style-type: none"> <li>• How will you &amp; your students be using technology?</li> <li>• What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>• What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>Students will be actively involved in daily discussions</p> <p>1) Is Cinque a forgotten hero in our history? Class discussion</p> <p>2) Students will research and write reports on other slave ships such as the <i>Brooks</i>, and the <i>Lord Brigadier</i>. Alex Haley who wrote the book <i>Roots</i> tells the story of his great great grandfather Kunte Kente. Kunte Kente whom was captured along the banks of West Africa and brought to America on the ship <i>Lord Brigadier</i>.*</p> <p>3) Divide students in groups of four. Each group will write a report to present to class on their impression of the Amistad Incident.</p> <p>*<u>Alex Haley</u> <a href="http://www.historychannel.com/exhibits/blackhist/0222.html">http://www.historychannel.com/exhibits/blackhist/0222.html</a></p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p><u>Lesson Plan on Amistad</u> <a href="http://www.adprima.com/social20.htm">http://www.adprima.com/social20.htm</a></p> <p><u>Amistad Event</u> <a href="http://www.amistadresearchcenter.org">http://www.amistadresearchcenter.org</a></p> <p>Amistad video conference two-way interactive communication with other schools on the Amistad incident/ Chris Caldwell Dayton Board Technology Department.</p> <p>Dayton Public Schools Instructional Guide, Eighth Grade Unit 1, The First Global Age, page 25. Lesson Title "The Amistad Case" <a href="http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html">http://www.archives.gov/digital_classroom/lessons/amistad_case/amistad_case.html</a></p>
<p><b>Collaboration/Sharing</b></p> <ul style="list-style-type: none"> <li>• How will this lesson support the inter disciplinary process?</li> </ul> <p>How will student products be</p>	<p>This lesson can be used with Math and Language Arts. Students can calculate the distance between travel. Students can illustrate the drawings of Cinque and others. They could describe how they felt about the movie and actual reading documentations. Language Arts: the Africans spoke different languages students</p>



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showcased?	could discuss how they understood each other.
<b>Assessment</b> <ul style="list-style-type: none"><li>• How will student products and/or process be assessed?</li><li>• How will you communicate student expectation? Rubric?</li></ul>	1) Group Reports 2) Student Participation 3) Student Observation A final quiz of objectives will be given at end of lesson.