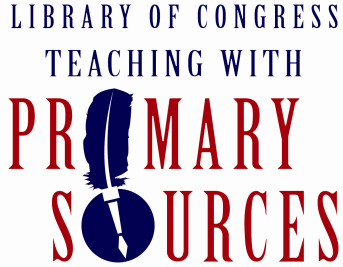


Annotated Resource Set (ARS)

Content Theme:	Utah State Social Studies Core Curriculum Fifth Grade Standard I: Exploration and Colonization of North America Objective 2: Culture and economy in colonies Indicator: a. Cultural, economic impacts of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).	 <p>LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES</p>
Developed by:	Ruth King	
Contextual Paragraph for Resource Set: Standard I: Students will understand how the exploration and colonization of North America transformed human history. Objective 2: Assess the global impact of cultural and economic diffusion as a result of colonization. Indicator: a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).		

Resource Set

<p>"Chart of the Sea Coasts of Europe, Africa, and America . . ."</p> <p>From John Thornton, <i>The Atlas Maritimus of the Sea Atlas</i>. London, ca. 1700.</p> <p>Geography and Map Division. (1-11)</p> <p>The best known of the triangular trades included the transportation of manufactured goods from Europe to Africa, where they were traded for slaves.</p>	<p><i>Guinea propia, nec non Nigritiae vel Terrae Nigrorum maxima pars . . .</i></p> <p>Nuremberg: Homann Hereditors, 1743.</p> <p>During the 1700s when the Atlantic slave trade was flourishing, West Africans accounted for approximately two-thirds of the African captives imported into the Americas.</p>	<p>Slavery</p> <p><i>Beginnings</i></p> <p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/migration/alt/african2.html</p>	<p><i>Africans in America</i></p> <p>Life in a Slave Society</p> <p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/migration/alt/african2.html</p>	<p>(Resource Title Here)</p>	<p>(Resource Title Here)</p>
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<p>http://rs5.loc.gov/ammem/aahtml/exhibit/aopart1.html</p>	<p>http://memory.loc.gov/ammem/aahtml/aopart1.html#01a</p> <p>scroll down to this map</p> <p><i>Guinea propia, nec non Nigritiae vel Terrae Nigrorum maxima pars .</i></p> <p>...</p> <p>Nuremberg: Homann Hereditors, 1743. Hand-colored, engraved map. Geography and Map Division. (1-5)</p>	<p>http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/african2.html</p>	<p>Negroes for sale, 1842 An American Time Capsule</p>		

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
5 th Grade		Standard I: Students will understand how the exploration and colonization of North America transformed human history.	Objective 2: Assess the global impact of cultural and economic diffusion as a result of colonization. Indicator: a. Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).		<ol style="list-style-type: none"> 1. The teacher will harvest the Primary Sources that are appropriate. 2. The students will then fill analyze the Primary Sources and fill in the Station page. 3. Students will read the Library of Congress exhibition pages and then, in small groups, write a brief summary of what the cultural and economic impact was on the beginning and expansion of the slave trade. 		http://www.loc.gov/teachers/usingprimarysources/guides.html