Pre-assessment:

Materials Needed:
- K-W-L chart (poster paper)
- K-W-L printouts (14 students)
- pencil
- marker

For my topic of Triangle Trade I will do a pre-assessment using a K-W-L chart. Since the Sugar Trade and Middle Passage are encompassed in the Triangle Trade these topics will be covered under the topic of Triangle Trade. I will start off by introducing the students to the term Triangle Trade and tell them that we are going to be studying what the Triangle Trade is. I will ask students if they have any prior knowledge of what the Triangle Trade is. I will document the student’s responses in the know section of the chart. Then we will continue on to the want to know section of the K-W-L chart. I will ask students what they want to know more about the Triangle Trade. Prompting the students as needed. Some questions I might ask would be:

- Who is involved in the Triangle Trade?
- What is being traded in the Triangle Trade?
- What are the benefits of the Triangle Trade?

The K-W-L chart will be revisited as you learn more throughout the unit adding new information students have learned to the learned section of the chart.


Common Core Standard(s):
SL.5.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with a diverse partner on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
Informal Assessment:

Materials needed:

- Colored markers- red, yellow, orange, pink, blue, purple, green (one per pair)
- poster paper (7)
- Clipboards (14)
- Draft paper (14)
- pencil (student use)
- popsicle sticks with students names on them

After students have had some time to explore and learn some information about the topic of the Triangle Trade, I will introduce the carousel activity to the students. First, students will be given a draft paper listing the seven different topics (slaves, trade, ports, goods, ships, disease, animals). Students will be given about 5 minutes to record words/ideas that come to mind when thinking about these topics in terms of the European Explorations. Next, students will get a partner and walk around to different poster papers with different topics written on the top. Partners will be chosen randomly, by allowing a student to pick one of the popsicle sticks from the pile of popsicle sticks with classmates names written on them. The name drawn from the pile becomes that person's partner. Pick a new student to draw from the pile and continue that process until everyone has a partner. After pairs have been established, you will tell them to go stand by a topic that doesn’t already have someone at it. You will explain to them that they have go around to each topic and write one idea under the topic. Students will be provided clipboards so they can carry their draft papers around with them. There are seven topics so each pair will have written on seven different papers. The catch is, students cannot repeat the same answer twice, so this can get harder towards the end of the activity. Also students should be able to describe why they chose to write the idea under that specific topic so they are prepared for the group discussion after the activity.

Prompts: When you read the topic on the top of the paper, what comes to mind? Think about the information, activities, and supplemental resources we have used. (Note: It does not have to be a specific thing. You can write an action or what the topic was used for.) What was their significance during the European Exploration?

Topics:

- **Slaves** (ex. African, Indian, used for farming, sold, taken unwillingly, treated like animals, Middle Passage, Triangle Trade, etc.)
- **Trade** (ex. Triangle Trade, Sugar Trade, swapping of goods, money, sharing, etc.)
- **Ports** (ex. access points for ships, water, Liverpool, London, Bristol, Ivory Coast, South Carolina, Brazil, etc.)
- **Goods** (ex. sugar, rum, spices, tobacco, fur, timber, corn, cotton, fish, etc.)
- **Ships** (ex. carried goods, slaves, transportation, travel by water, made out of wood, the Santa Maria, Carvel ships, Nina, etc.)
- **Disease** (ex. deadly, smallpox, influenza, brought from Europe, bubonic plague, transmitted by mosquitoes (Africa: malaria, yellow fever), etc.)
- **Animals** (ex. horses, pigs, cattle, used for food, sheep, hides used for clothing, transportation, chickens, used for heavy work, hunting, etc.)

Once each pair of students is done writing down their responses under the topic, we can go over them as group. This is a good indicator to the teacher if you can move on or you need to focus on a certain topic more. The activity should only take about 10 minutes because students were allotted extra time in the beginning to jot down their ideas.

**Common Core Standard(s):**

**RI. 5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Resources (teacher):**

http://www.vos.noaa.gov/MWL/dec_08/great_exchange.shtml
http://www.abc.net.au/navigators/ships/historyeuro.htm
http://www.liverpoolmuseums.org.uk/ism/resources/slave_trade_ports.aspx
Draft Paper

Name:

**Directions:** Write down any ideas/terms that you think of when given the seven different topics below.

**Slaves:**

**Trade:**

**Ports:**

**Goods:**

**Ships:**

**Disease:**

**Animals:**
**Formal Assessment:**

**Materials Needed:**
- Book: *Encounter* by Jane Yolen (Lavery Library and Crane Library)
- Book: Chapter 1 of *Who Was First?: Discovering the Americas* by Russell Freedman (Lavery Library and Crane Library)
- Paper
- Pencil
- Venn Diagram
- Writing Rubric

**Activity:** Write your comparisons of the information from *Encounter* and *Who Was First?: Discovering the Americas* (books read prior to activity). Students will use the books to figure out similarities and differences between a historical fiction and a non-fiction book about Christopher Columbus. Directly use the texts to support your ideas. This should be at least a page (about 3-4 paragraphs). The grading will be focused on the items being compared and contrasted. Students will be provided with a writing rubric to guide them in their writing. A venn diagram will be provided to students to gather their thoughts before writing.

**Common Core Standards:**
- RL.5.1- Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.3- Compare and Contrast two or more characters, settings, or events in a story or drama, drawing on specific details from the text.
<table>
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<th>Scale:</th>
<th>No Evidence</th>
<th>Minimal Evidence</th>
<th>Partial Evidence</th>
<th>Complete Evidence</th>
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<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td><strong>Compare/Contrast books</strong></td>
<td>Does not include any points to compare or contrast</td>
<td>Compares/Contrasts 2 points</td>
<td>Compares/Contrasts 3 points</td>
<td>Compares/Contrasts all points required (4 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Quotation of text</strong></td>
<td>Does not quote from text</td>
<td>Quotes from text are used, but contains errors</td>
<td>Quotes from text with a couple errors (2-3)</td>
<td>No errors are made in quoting text</td>
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Score________________

Comments: