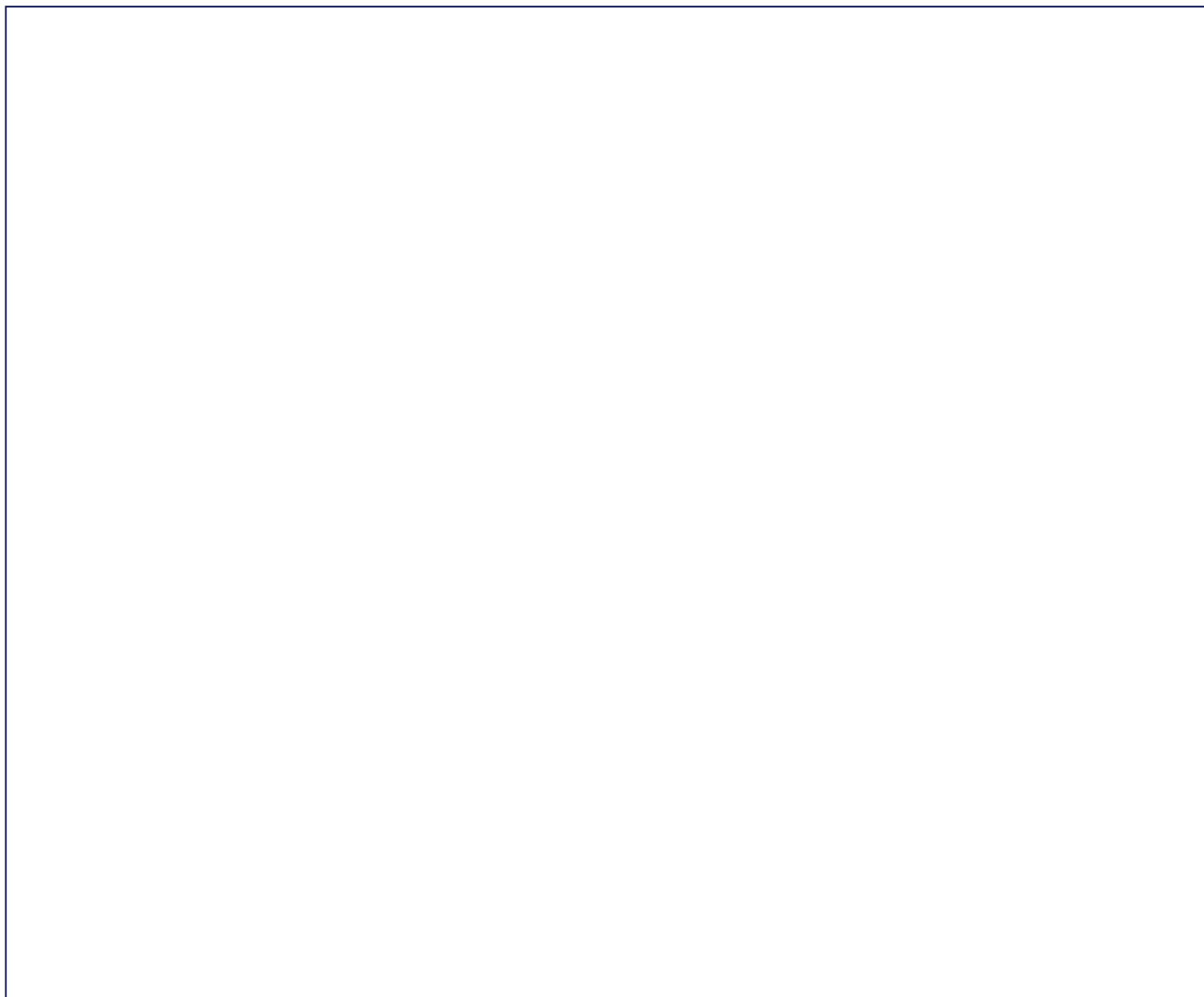


Historical Perspectives: Understanding the Transatlantic Trade

Learning objective: To understand the complex nature of the Transatlantic slave trade, the conditions of the Middle Passage, and the resistance led by enslaved people and abolitionists.

Use your knowledge of Year 6 history to complete the drawing below. Think about how the different parts of the trade route were connected and the human impact of these historical events.

Draw: Draw a map of the Atlantic Ocean showing the three continents involved in the trade. In the centre of the ocean, draw a cross-section of a ship to show the cramped conditions of the Middle Passage. Use a realistic, historical style. Include labels from the word bank to explain the different parts of the journey and the social structures of the time.



Label words: Middle Passage · Abolitionist · Plantation · Triangular Trade · Resistance · Cargo

Steps:

1. Label your drawing to show the three main regions involved in the Triangular Trade. Why was this trade route called a 'triangle'?
2. Identify one way an enslaved person might have shown resistance on a plantation.
3. What was the role of an abolitionist? Give one example of an action they might have taken.

4. Describe the conditions on the ships during the Middle Passage. Why was this journey so dangerous?
5. Choose one word from the word bank and explain why it is a significant term when studying this period of history.