

**GRADE 8 CONTENT:**

8.1. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.

10. Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, and overt and passive resistance to enslavement (e.g., the Middle Passage). (P, S)

**GRADE 6 THROUGH 8 SKILLS:**

3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

**GRADE 9 CONTENT:**

9.16. Students describe patterns of change in Africa during the trade in slaves between Africa, Europe, and the Americas from the 17th through 18th centuries.

1. Recognize that millions of Africans were forcibly removed from seven regions in northwestern, central and southwestern, and southeaster Africa as captives and forced to endure the harsh conditions of the Middle Passage. (S)

**GRADE 12 CONTENT:**

12.DC.3. Students explain how and when Africans came to the Chesapeake and Potomac Region, why a significant number of them were free, the roles they played in the development of the agrarian economy (e.g., tobacco), and how slavery developed as an institution in the region.

**GRADE 9 THROUGH 12 SKILLS:**

2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.