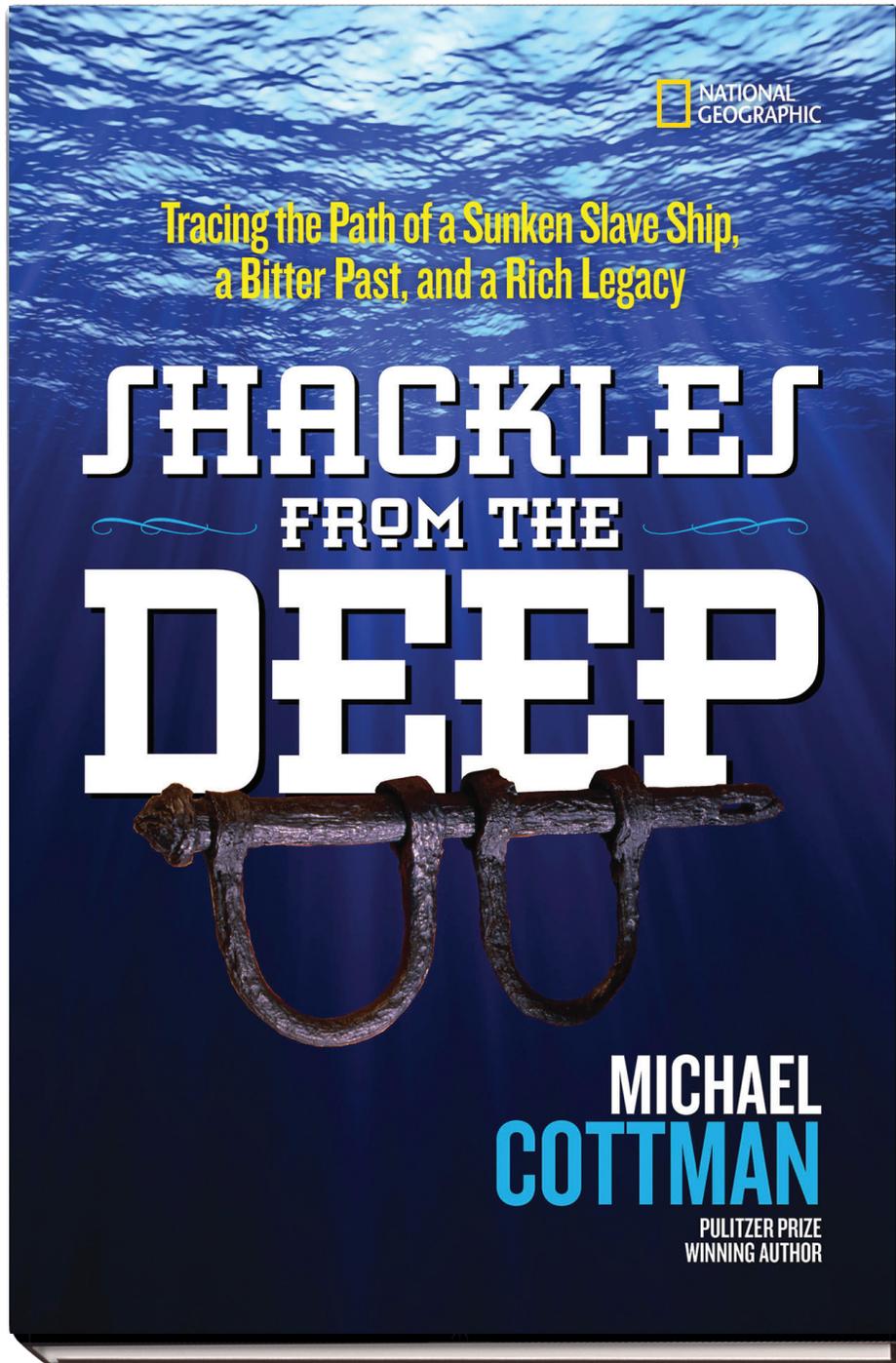


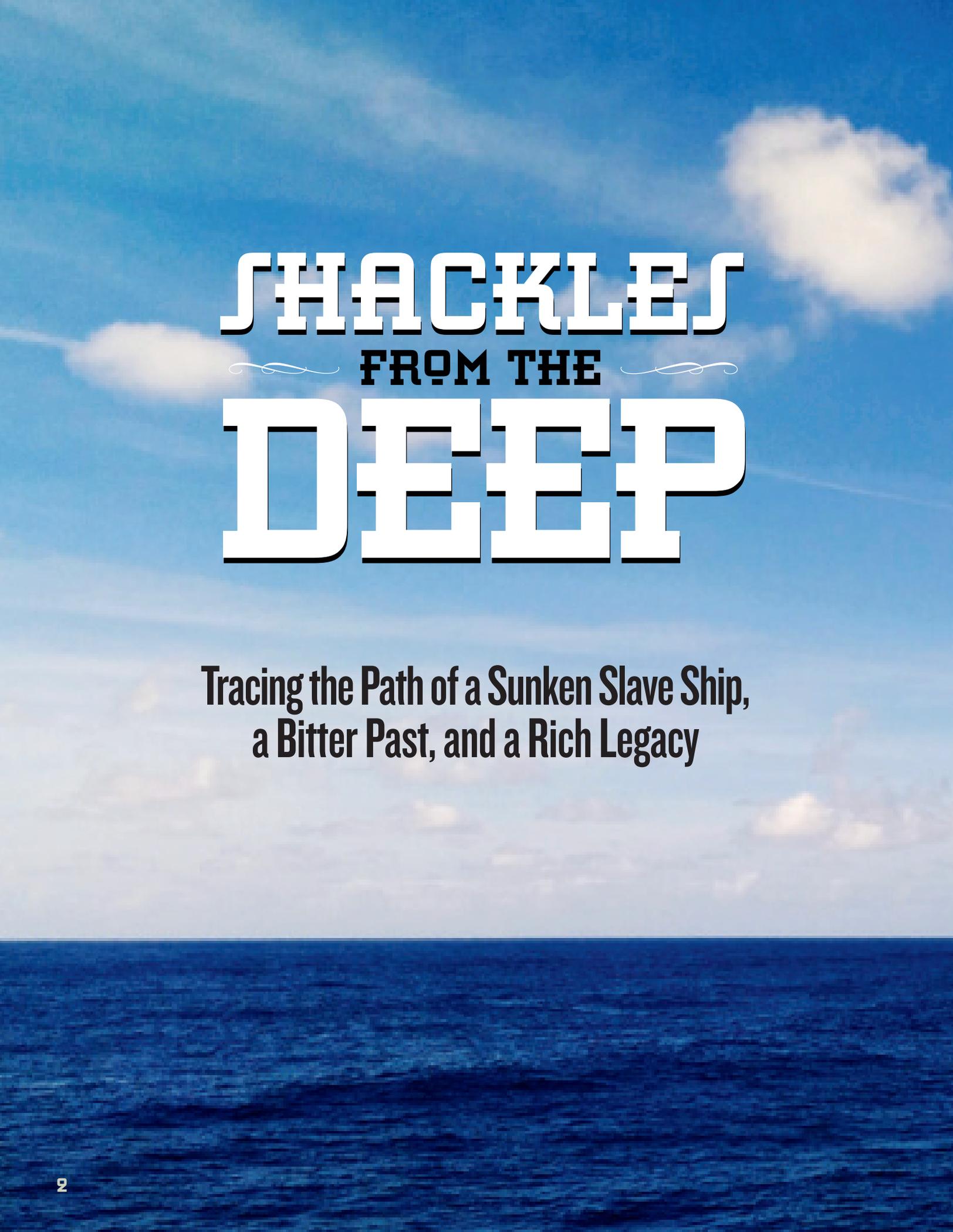
NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE

COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES



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SHACKLES FROM THE DEEP

**Tracing the Path of a Sunken Slave Ship,
a Bitter Past, and a Rich Legacy**

INTRODUCTION

In *Shackles from the Deep* by Michael H. Cottman, history, mystery, archeology, forensic science, and adventure are wrapped in the narrative of one man's dedicated efforts to unravel the history of a shipwrecked slave ship discovered near Key West, Florida, and to connect to his ancestral past and culture. It starts with a deep-sea treasure hunter discovering something completely unexpected on one of his dives, and it leads to a team of historians, deep-sea divers, and marine archeologists, along with one Pulitzer Prize-winning journalist, in pursuit of the pieces that will tell the ship's story.

Your middle-school students will travel with the author from Florida to Barbados, and from Europe to Africa to get close to the experience of those slaves captured and held on the *Henrietta Marie* in the late 17th and early 18th centuries. Along with him, they will gather information and stories and build a whole picture. There are details that are painful to discover; there are behaviors of people that are shameful and impossible to believe or understand; and there are victories of the human spirit and the satisfaction found in knowledge and emotional resolutions.

It is a powerful story told in a conversational voice by a trustworthy author. With its photographs and callouts, your students will not only learn but long remember this ugly period of history and its impact – that is still felt by many.

This guide offers a variety of ways to use *Shackles from the Deep* in your classroom, from questions of fact to discussion starters to activities across curriculum: History, Geography, Social Studies, Language Arts, Speaking and Listening, Research, Environmental Studies, and Critical Thinking.

**You will also find connections to
Common Core Standards at the end of each activity.**

BEFORE READING

COMMON CORE STATE STANDARDS – GRADE 5:

RI – READING FOR INFORMATION

W – WRITING

SL – SPEAKING AND LISTENING

Language Arts: Reading, Writing
Social Studies: Geography, History

READ TO THE CLASS AN EXCERPT FROM THE

foreword by Geoffrey Canada to *Shackles from the Deep*.

In search of his heritage Geoffrey Canada wrote:

I traveled...to the area where my ancestors were held as slaves. It was disturbing to think of my own flesh and blood living there, people like my great-grandmother, unable to read or write or even know where they were in this strange foreign place....I felt in my gut how trapped and frightened my ancestors might have felt there.

For me, discovering my own family story highlighted the closeness of history—and that our collective history helps shape us into who we are today.

Like the author Michael Cottman...it's critical for all of us to investigate the past—to learn what ground we stand on as we step into the future.

As they read *Shackles from the Deep*, have half the class keep a running description of the Henrietta Marie as details are discovered; have the other half keep a log of the places to which Michael Cottman travels. Both sets of notes will be used in a later activity.

RI 5.1, 2; W 5.2, 4, 8

VOCABULARY

Language Arts: Vocabulary

HAVE YOUR STUDENTS COLLECT WORDS AND TERMS

that are new to them as they read *Shackles from the Deep*. They can create an index card for each word or phrase. On one side they should copy the sentence in which the new word or term appears. On the other side, they should define it. Below are ten words and terms to get your students started:

- ◆ SHACKLES
- ◆ SCUBA DIVING
- ◆ SPANISH GALLEON
- ◆ HUMAN TRAFFICKING
- ◆ IRONMONGER
- ◆ ABHORRENT
- ◆ CRYPTS
- ◆ MANUSCRIPT
- ◆ RAGTAG
- ◆ TEDIOUS

RI 5.4



**BY THE START OF THE 16TH
CENTURY, ACCORDING TO SOME
HISTORIANS, TENS OF THOUSANDS
OF AFRICAN PEOPLE HAD BEEN
TRANSPORTED TO EUROPE AND
ISLANDS IN THE ATLANTIC OCEAN.**

QUESTIONS OF FACT

Language Arts: Reading; Social Studies: History

THESE QUESTIONS GIVE YOU AN OPPORTUNITY TO

check in on how well your students are following, understanding, and retaining what they learn from the book. Tell the class that they should answer these questions with specific examples and information as well as references from the text.

1. Who found shackles, an 800-pound cannon, and other artifacts that were part of the remains of a slave ship in the new Ground Reef? Why was this an extraordinary discovery? What did the divers call the ship?
2. Why did David Moore want to find the ship's watch bell? What two important facts about the shipwreck were they able to learn from that bell?
3. What organization did Dr. Jose "Doc" Jones establish? Why did Doc think it was important to create this organization?
4. What were "gooseberries" and what role did they play in the slave trade?
5. Who was Anthony Tournay? What did Michael Cottman discover about him?
6. What was the main crop on Jamaica and Barbados? Why did plantation owners feel they required slaves in order to farm that crop?
7. Identify and describe two Williams who played a role in the story of the Henrietta Marie: William Deacon and William Schuller.
8. Why were Michael and David looking for the Fuller family in Spanish Town on the island of Jamaica?
9. What is the House of Slaves and the significance of the Door of No Return?
10. Where is the monument to the Henrietta Marie? To whom is it dedicated?

RI 5.1, 2, 3, 8

DISCUSSION QUESTIONS

Language Arts: Reading, Speaking, and Listening; Critical Thinking

[PAGE 17]

1. When he was a boy growing up in a mostly black, middle-class neighborhood in Detroit ... *[Michael] watched Sea Hunt, an underwater adventure television program. ... I decided right then that I too would one day explore shipwrecks in distant oceans. There was just one problem. Little boys from Detroit didn't know much about scuba diving. I was the only kid in my neighborhood that talked about scuba diving ...*

It's not easy to do things that your friends neither do nor understand. Ask students what interests they have that stand out from those of most of their peers. Divide your students into small groups and have them discuss things that interest them. Do they think that these interests will be a part of their lives as they become adults in the way that diving became a part of Michael Cottman's life?

2. The artifacts from the Henrietta Marie were stored in a laboratory in Key West for more than ten years. Why do your students think it took so long for the investigation to begin?
3. As we follow Michael Cottman's involvement in the mystery of the Henrietta Marie we see it become increasingly personal to him. Can your students pinpoint when this turnabout happened? Why do they think it happened? What do they think motivated Michael most — the historical mystery or the desire to discover his heritage?

DISCUSSION QUESTIONS - CONTINUED

Language Arts: Reading, Speaking, and Listening; Critical Thinking

[PAGE 17]

4. What realities of the slave trade made the deepest impact on your students? What aspects stand out as the most horrific and deplorable? How has reading about Michael Cottman's discoveries deepened your students' understanding of slavery? One of the issues that Michael finds unfathomable is why individuals would manufacture items that they knew would be used to enslave other human beings. Is there a rational explanation, or is it unanswerable?
5. What do your students think was the most meaningful experience Michael had during his journey? Have students discuss their opinions, and see if the class can come to a consensus around this question.
6. Read the inscription on the Henrietta Marie monument, on page 119. What does the class think the last sentence means?

RI 5.1, 2, 3, 4; SL 5.1, 2, 3

ACTIVITIES

Social Studies; Language Arts: Speaking and Listening, Writing

[PAGE 15]

1. *Are my people Ibo from Nigeria, or Fulani from Mali, or Wolof from Senegal, or Ashanti from Ghana? Sadly, I may never know.* Michael Cottman wonders who his people are. Who are your students' people? Each student should interview relatives to find out where his or her family came from, when and why they came to the United States, where they lived, and what they did to earn a living. With the help of a parent or another relative, they should create a time line, family tree, or brief narrative history and present it to the class.

RI 5.5; W 5.3, 4, 5; SL 5.1, 4, 5

Language Arts: Writing, Reading, Speaking and Listening

[PAGE 17]

2. We learn that Michael Cottman kept journals *filled with research notes and thoughts*. Based on what they read, each student should imagine and write a page of one of Michael's journals. They can pick any moment during the course of Michael's odyssey to write about. They should try to use the kind of language and writing style found in the book. Students should read their journal entries aloud, and the pages should then be gathered in your class's own journal of the discovery of the Henrietta Marie.

W 5.3, 4 5; SL 5.1, 2, 3

ACTIVITIES - CONTINUED

Language Arts: Reading, Literature, Speaking and Listening, Research, Writing; Social Studies: Cultures; Critical Thinking

3. Each chapter begins with a proverb — a short quote from one of a variety of African countries and cultures that conveys a message about behavior, a philosophical view, or a bit of human wisdom. Have students look through these chapter starters. Each student should select one that is most meaningful to him or her. They should each read their chosen quote to the class and lead a discussion about its meaning.

Next, students should research proverbs from American culture. Some helpful websites are:

<http://www.worldofquotes.com/proverb/American/1/index.html>

<http://www.wow4u.com/american-proverbs/>

http://www.allgreatquotes.com/american_proverbs.shtml

Each student should pick one or several related proverbs and write a short fable with the proverb serving as the lesson at the end.

RI 5.1, 2, 3, 7, 8; SL 5.1, 2, 3



**“THERE IS NO BETTER WAY TO GET
UP CLOSE AND PERSONAL WITH THE
SEA THAN SCUBA DIVING.”**

ACTIVITIES - CONTINUED

Language Arts: Reading, Research, Writing, Speaking and Listening; Social Studies: History, Geography; Use of Multi-Media

4. At the start of this guide, we asked that half your students keep notes that describe the Henrietta Marie, and that the other half keep a travel log of the places Michael Cottman goes in the course of solving the mystery of the sunken ship and the slaves who were its captives. Have these students break into teams of 3 to 4 and create presentations of the details they collected. Their oral presentations should be multi-media: narratives with Powerpoint or other visual displays that include maps, drawings, created artifacts, video interviews with the people involved, etc.

W 5.1, 3, 4, 6, 7, 8; SL 5.1, 2, 5

Language Arts: Writing, Speaking and Listening; Collaborative Learning

5. Geoffrey Canada, who wrote the foreword to *Shackles from the Deep*, tells us: *It's critical for all of us to investigate the past — to learn what ground we stand on as we step forward into the future.*

Have each student prepare a persuasive speech in response to this quote, advocating his or her point of view. Then in small groups each student should deliver their speech and then respond to questions from the group.

RI 5.1, 2, 3, 5, 8; 5.1, 4; SL 5.1, 3, 4

ACTIVITIES - CONTINUED

Science; Language Arts: Research

[PAGE 122]

6. After reading *Shackles from the Deep*, some of your students might well be inspired to pursue scuba diving, marine biology, and oceanography as they think about careers that can help preserve a fragile yet fascinating underwater ecosystem...

Have them explore the websites of the National Association of Black Scuba Divers:

www.nabsdivers.org

and

National Oceanic and Atmospheric Administration's Office of National Marine Sanctuaries:

<http://sanctuaries.noaa.gov>

Students should select one interesting thing they learned and present it to their classmates.

RI 5.6, 7, 8

ACTIVITIES - CONTINUED

Environmental Studies; Language Arts: Research; Community Activism

[PAGE 16]

7. The gentle underwater currents nudge me along the colorful reefs—past the deep purple sea fans, the bursting orange coral heads, and the white tubular anemones that sway in the sea silt.

Michael Cottman's passion that led him on his journey to unravel the mystery of a little-known 17th century shipwreck was his love of the sea and deep-sea scuba diving. Michael would be the first to talk about how important it is to preserve and protect underwater environments and ecosystems. Besides the National Oceanic and Atmospheric Association, there are dozens of nonprofit organizations that focus on marine conservation. Your students should learn more about these organizations. Direct them to the website of *Scuba Diving Magazine* for a list of the best of these organizations:

<http://www.scubadiving.com/marine-conservation/list-non-profits-focused-marine-conservation>

Divide your students into small groups to find out what these organizations are and how they are working on marine conservation. Students should prepare multi-media reports on the groups they are studying. After all of the presentations are made, they should mount a campaign to lobby the school administration to get involved in marine conservation, and then they can join and donate to one of these environmental group.

RI 5.1, 3, 3, 6, 7, 9; W 5.1, 4, 7, 8; SL 5.1, 2, 5, 6



**“DO YOU BELIEVE IN FATE?”
I ASKED HANK AS WE
SAILED AWAY FROM
NEW GROUND REEF.**



This guide was created by
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