

*Designed by Dan Murphree for use in all GEP-level history courses.*

*Level-Specific Learning Outcome: Student demonstrates ability to use provided materials to perform basic analysis for improved comprehension of primary and secondary sources.*

*Writing Assignment #1 (Low Stakes):* Access and explore the section titled “Estimates” (<http://www.slavevoyages.org/tast/assessment/estimates.faces>) and demonstrate your understanding of how to use different types of evidence by posting a response to the following prompt in the online Discussion Forum: Why is it important to use different types of evidence for understanding the past?

*Writing Assignment #2 (High Stakes):* Using the table, timeline, and maps available in the “Estimates” section, write a 3-5 page paper (out of class) in which you make an argument for which geographic region (within a modern nation-state) experienced the greatest impact from the Trans-Atlantic Slave Trade between 1501 and 1866. You should assume that you are writing an academic paper for an undergraduate audience. Because this is an academic paper in history, students must follow the manuscript form of the *Chicago Manual of Style* and Kate L. Turabian, *A Manual for Writers of Term papers, Theses, and Dissertations*.