

Living in the Atlantic World 1500-1800

Lesson #4

Teaching Thesis and Guiding Questions:

What type of individuals lived in the British Atlantic world? What connection did they have with sugar?

Time Frame- one (60-minute) lesson

Learning Objectives-

The student will:

- Speculate as to the type of individual who may have connections with sugar
- Partner with others to sort and match images with individuals
- Justify reasons for groupings
- Research to discover connections between sugar and enslavement
- Summarize findings in written form
- Reorganize sorting utilizing summaries
- Analyze summarization utilizing a rubric

Materials: Websites and some materials are accessible through www.portaportal.com
(Guest Access: whysugar)

Topic: Lesson #3 Who lived in the British Atlantic World?

Materials:

1. **Clip art or computer image of the following:**
 - Small map of England that shows Bristol, London and Liverpool England
 - Royal African Company
 - Jamaica
 - Sugar Cane
 - Rum
 - Coins for gambling
 - British Pound symbol
 - Crown
 - Cross
 - Plantation
 - Bible
2. Images of the eleven individuals identified in the BBC website “The Business of Enslavement.”
3. Use of the internet for small groups
4. Table/bulletin board or marker board for displaying and sorting images/portraits

Prior Knowledge: Students should have summarized text in prior courses of study.

Focus: Ask students to describe the type of individual who may have profited from or been involved in the sugar industry during the British Atlantic period of 1500-1800. Accept all answers with suitable justification for ideas. Lead class in a brief discussion regarding their ideas.

Activity: Jigsaw Activity

1. Place students into small groupings.
2. Give each group a bag of portraits (11) and computer images/clip art.
3. Ask students to match individuals and images and to discuss ideas regarding the relationship between the two.
4. Provide 10 minutes for this activity.
5. Circulate among the groups.
6. Provide a setting for images to be displayed for the entire group.
7. Discuss justification for grouping. Students may adjust their ideas.

Teach: (This website is posted on the portaportal webpage.)

The BBC Website, “British History in Depth: The Business of Enslavement” is the basis for the content of this lesson. It pairs historical background with actual images of those who were whose involvement with sugar was intertwined with enslavement.

Activity:

1. Disperse the 11 images among students.
2. Students will read the information about this individual.
3. Each group will write one paragraph that summarizes this individual and his/her relationship between sugar and enslavement.

Closure: Students will regroup to the table where portraits and images are shared with the class. Adjustments are made as summarizations are presented to the group. Display these images and illustrations along with student summarizations.

Formative Assessment: Each student will provide assessment for his/her summarization.

Self-Assessment Rubric for “Living in the Atlantic World 1500-1800.”

Name _____

Partners _____

Number of points for my summary _____

Rationale for this rating

Points:

4 points: My summary includes main ideas, relevant details, and no elaborative details. It is briefly stated in my own words.

3 points: My summary includes main ideas and relevant details, briefly stated in my own words.

2 points: My summary includes main ideas and relevant details, but uses the exact language of the text.

1 point: My summary includes main ideas and relevant details, but also has elaborative details. It uses the exact language of the text.

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