

Lesson: How Connected are you to Sugar?
Teaching Thesis and Guiding Question:

Lesson #7

Time Frame: one (60-minute) lesson

Learning Objectives-

The student will:

- Engage in a simulation portraying characters

Materials:

- Colonial Triangular Trade: An Economy Based on Human Misery, edited by Phyllis Raybin Emert. ISBN: 1-878668-48
- Chalk
- Masking tape
- Yarn in ball form
- Images of British Citizen from lesson #4
- Images of Slaves from lesson #5
- Name tag for participants from history

Teacher Notes:

There are several ways in which to bring closure to this unit of study relative to time and student experience. A roundtable discussion is suitable for upper elementary and middle school students. “The Historian Toolbox,” developed through this unit, is a source of documentation of observation, research, and study. Students are well equipped at the conclusion of this project to engage in a simulation.

*Prior to the round table, assign characters for students to portray. Background information is provided, which was accessed through the book, Colonial Triangular Trade: An Economy Based on Human Misery, edited by Phyllis Raybin Emert. This book is a great source for characters for the simulation. The roles of the eleven British characters from lesson # 4 could also serve as characters to portray if the text is not available. Student may also enjoy dressing and *Assign roles two days in advance, to provide students with the opportunity to learn his/her role.**

Preparation

1. Use a large area, such as an unoccupied classroom or a stage area to create the Atlantic Basin.
2. The center of the room, or stage, becomes the Turn the Atlantic Ocean.
3. The coastlines of Africa, North America, England, and the West Indies should be carefully placed on the floor by either using chalk or masking tape to identify locations.
4. Students could hold pictures of British Atlanticists from lesson #4

Activity:

1. Have students place themselves on the floor map according to either the role that they are playing or one that is of particular interest to them.
2. Arrange the room in such a way that each student is visible.
3. One student can provide hold a ball of yarn that he/she will transport as the story of “The British Atlantic world is told.”
4. Provide those students who participate as characters with a nametag identifying him/her.
5. When a student speaks, he or she should introduce him or herself and describe the role that he or she played.

Reflection:

1. Once the characters have been introduced by a moderator, student observers should pose the following questions:
 - a. What was your role in the triangular trade?
 - b. How did you feel about your role?
 - c. Who do you think benefited from the trade, if anyone?
 - d. Did anyone suffer because of it? Who and why?

Characters should be encouraged to talk with one another.

Closing: At the conclusion of the simulation, remind students of the process of physically connecting each string after listening to students play a role, facilitates discussion whereby guiding questions from each lesson is revisited and refined. This concluding activity provides students with a visual that they can manipulate in order to solidify chronological thinking about this period of history.

Summative Assessment: The final assessment for this unit of study is the creation of a piece of artwork and a short essay. Students will create a kaliedescope that shows the movement of ideas, movement and culture. Provide students with one sheet of 11x17 white construction paper, a compass to create three intersecting circles as well as a collection of junk materials from which to display what they have learned.

“How connected to sugar are you?”

Provide each participant with the questions listed below several days prior to the activity. Student responses should reflect knowledge gained through this unit of study.

Please prepare responses for the following questions:

What was your role in the triangular trade?

How did you feel about your role?

Who do you think benefited from the trade, if anyone?

Did anyone suffer because of it? Who and why?