

Title: Day 1 Introduction (Hunt for Solutions), Hook & Document Analysis

Lesson Author: Scott Mace

Key Words: Slave trade, Reconciling, Collective Responsibility

Grade Level: 11

Time Allotted: 90 minutes (1 block)

Lesson Overview	This lesson will introduce students to a variety of participants in the Transatlantic Slave Trade while making the all-important link to relevancy. A “Hunt for Solutions” activity will engage students in content before direct instruction.
Guiding Question(s)	What is the nature of collective responsibility? Who were the key interests that played a role in the transatlantic slave trade?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to define the various interests that played a role in the Transatlantic Slave Trade.
- Students will be able to classify and identify which documents relate to what particular interest in the slave trade. They will have to decide as to whether the documents connect to northern merchants, British business interests, sugar cane plantation owners, African slave traders, or southern plantation owners.
- Students will be able to define the term “collective responsibility”.
- Students will apply the concept of “collective responsibility to a contemporary event.

Standards of Learning & Essential Historical Skills Taught:

Virginia Standards of learning: VUS.1

- The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
 - a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;
 - b) evaluate the authenticity, authority, and credibility of sources;

America on the World Stage
Transatlantic Teacher Scholars Program

Historical Analysis and Interpretation:

- 3A: Students will demonstrate the ability to differentiate between primary source documents. Using APPARTS, they will critically evaluate the documents credibility.
- 3B: Students will be able to distinguish commonalities and differences between a variety of documents.
- 3D: Through exploring the documents, students will be able to consider the variety of motives held by the various interests in the slave trade

Historical Issues-Analysis and Decision Making:

- 5A: Students will read and interpret primary source documents dealing with the Slave Trade. They will explore how various interests reconciled their role and the ramifications for their involvement.

Assessment Tool(s)

- Pre-assessment with “*Hunt for Solutions*” activity will determine student’s prior knowledge of the Transatlantic Slave Trade.

Materials/Resources

- **Packet of 29 Documents Annotated for the Teacher's Use**
- **Packet of 29 Documents for students**
- **Dailynew.com photo of BP Oil Spill**
- **Fredericksburg.com political cartoon**
- **Chronology of BP Oil Spill**
- **Copy of Hunt for Solutions Questions for classroom instruction**
- **Copy of Hunt for Solutions Questions with Key for Teacher**
- **Copy of all potential answers for Hunt for Solutions Questions**
- **Blank APPARTS Worksheet**
- **Sample APPARTS worksheet to model for the students**
- **SCIM-C Worksheet**
- **Blank Venn Diagram**
- **10 Introductory documents. (Pulled from Packet of 29)**

Modifications (to meet needs of diverse learners)

- Document can be limited so that students would have fewer choices to make.
- Teacher could make the initial sort so the documents would already be in their respective categories.

Instructional Procedures/Process

1. Hunt for Solutions:

a. Around the room post the following questions on separate sheets:

1. Approximately how many Africans were enslaved and sent to the Americas?
2. What geographic region was the destination for the majority of the slaves?
3. What percentage of slaves came directly into North America?
4. Off of what ship were slaves tossed into the Atlantic to save money?
5. In what colony in North America was slavery first legally recognized?
6. In what document, was the King of England attacked for forcing slaves on America?
7. What Caribbean island proved to be the center of the sugar/slave trade?
8. What groups of people were responsible for capturing Africans deep inside the continent?
9. What European nation was the first to involve itself in the slave trade?
10. During what century were the most slaves taken out of Africa?

b. Underneath the questions post the following potential answers:

100,000	South America	50%	Zong	Virginia		
Declaration of Independence		Barbados	British	Portugal		
18th	11 million	North America	5%	Sally	Cuba	19 th
Massachusetts	Common Sense		17 th	Africans	Portugal	
1.2 million	Europe	12%	Brookes			
Constitution	Trinidad		Germans			

America on the World Stage
Transatlantic Teacher Scholars Program

- c. Place the class in small groups (2-3) and pass out color coded sticky pads. Each group has a different color sticky pad. Have them brainstorm the possible answers and write one answer on one sticky note. Instruct them to attach their answer to the question on the appropriate sheet.
- d. After all groups have had a chance to post their answers on the ten sheets tell them that this is content that they'll be learning over the next few days. Do NOT go over the answers with them. (They'll want you to.) Explain that the answers will reveal themselves as the lessons progress. Encourage them to revisit their answers and make corrections.
- e. Leave the sheets up throughout the lesson. They will be used during the debrief.

2. Hook. Making the Issue Relevant.

- a. Post the picture of the BP Oil Spill.
- b. Establish a basic understanding of the BP Oil Spill. (Use chronology attachment)
- c. Brainstorm with the students who they think is to blame for the tragedy.
- d. Display the political cartoon displaying a situation where nobody wants to take responsibility.
- e. Use this as a gateway into the idea of collective responsibility.
 1. In any tragedy, is there ever only one person/group to blame?
 2. How do you decide who is responsible for a tragedy?
 3. Are there escalating levels of responsibility?
 4. Should one punishment fit all or is there a sliding scale?
- f. Finish the discussion by asking the class if they've ever been involved in something that they didn't think much of at the time, but later came to regret it.
 1. Have you ever witnessed another student cheating on a test?
 2. If you don't turn in the student are you partially to blame? Why/why not?
 3. Where does tacit approval for a crime become part of the problem?

3. Document Analysis.

- a. Explain that we will be exploring one of the biggest tragedies in human history. The Transatlantic Slave Trade.
- b. Introduce the five separate groups that all played a pivotal role in the trade.
 - **North American Merchants**
From Connecticut insurance companies to Rhode Island slave traders to Massachusetts' textile manufacturers, North American merchants were inextricably linked to the Transatlantic Slave Trade.
 - **British Business Interests**
The Transatlantic Slave Trade fueled the Industrial Revolution that turned Great Britain into a world power. Insurance companies such as Lloyd's of London got their start by insuring slave ships. Banks such as Barclay's rose to prominence with funds related to the Trade.

America on the World Stage
Transatlantic Teacher Scholars Program

- **African Slave Traders**
The slave trade had existed in Africa prior to the arrival of the Europeans. The Trans-Saharan trade played an important role in the West African world. Africans almost exclusively captured Africans and transported them from the interior of the continent to the slave coasts of Western and West Central Africa.
 - **Southern Plantation Owners**
The evolution of slavery in the American south played a vital role in the slave trade. While less than 5% of all slaves were directly imported into North America, they played a vital role. The global economy would soon be shaped by slave labor on southern plantations.
 - **Caribbean Sugar Cane Plantation Owners**
Nowhere was slavery more cruel and punishing than on the sugar cane plantations of the Caribbean and South America. Over 95% of the over 11 million slaves brought into the Americas landed on the shores of the Caribbean and South America.
- c. Break the class into five groups (3-5).
- d. Now, using the site, <http://complicity.wikispaces.com/>, have them look at a collection of 10 documents. Explain that they are to use the APPARTS (Sheet attached.) method to effectively analyze them.
- *Emphasize that not all aspects of APPARTS will be appropriate for all documents. They are to use this as a tool to help them better analyze the documents. I have also provided a SCIM-C worksheet. This may prove more valuable in analyzing the documents. They must decide which documents relate to what particular interest in the trade. Documents should be aligned into five separate groupings.*
- e. Explain that their group will stay intact for the next class.

Closure

1. Have students revisit their Hunt for Solutions answers. Tell them they are to make the appropriate corrections. Use the content that they learned as a final discussion.
 - This is an open ended fluid discussion. For direction purposes, you should have covered the first 3 questions.

America on the World Stage
Transatlantic Teacher Scholars Program