

Title: Day 2 - Participants in Slave Trade Reconciliations and Ramifications

Lesson Author: Scott Mace

Key Words: Transatlantic Slave Trade, Reconciliations, Ramifications

Grade Level: 11

Time Allotted: 90 minutes (1 block)

Lesson Overview	Student groups from the previous class will each be assigned one of the five participants in the slave trade. (Northern Merchants, British Business Interests, African Slave Traders, Southern Plantation Owners, Caribbean Sugar Cane Plantation Owners.) Groups will be given 3-4 additional documents relative to their assigned participant. Using all of their documents, groups will determine which best reflect reconciliations and ramifications. They will then prepare a PowerPoint presentation that demonstrates their findings.
Guiding Question(s)	Why would these groups involve themselves in something so inherently evil? What were the outcomes of this involvement?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to critically assess a variety of documents to determine potential justifications for a participant's involvement in the slave trade.
- Students will be able to critically assess a variety of documents to determine potential ramifications for a participant's involvement in the slave trade.
- Students will prepare and discuss their findings in a PowerPoint presentation.

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;

Virginia Standards of Learning: VUS.2

- The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

Virginia Standards of Learning: VUS.3

- The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

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.
- 5D: Students should be able to evaluate alternative courses of action in terms of ethical considerations, the interest of those affected by those decisions, and the long- and short-term consequences of each.

Assessment Tool(s)

See Presentation Rubric Below

Materials/Resources:

- **Packet of 29 Documents Annotated for the Teacher's Use**
- **Packet of 29 Documents for students**
- **Blank APPARTS Worksheet**
- **Sample APPARTS worksheet to model for the students**
- **SCIM-C Worksheet**
- **Blank Venn Diagram**

Modifications (to meet needs of diverse learners)

- You can limit the number of documents the groups are responsible for. Have them find one document as opposed to 3-4 that could help them explain reconciliations and ramifications.

Creating Venn Diagrams

- Distribute 2-4 documents reflecting a particular interest to each student.
- Have them research the documents and create a Venn diagram profiling the differences and commonalities that their particular interests shared.
- Students will then present their findings to the class.

Court Case/Tribunal

- Have groups prepare a court case/tribunal with prosecutor and defense specific to their particular interest. (This must be approached carefully. Putting students in the position of defending the slave trade can be problematic.) Groups can use the documents as evidence supporting their respective positions.
 1. Have each group present 5 justifications for their participant's involvement in the slave trade.
 2. Then have the group prepare a prosecution.

Instructional Procedures/Process:

1. Document Analysis / Presentations:
 - Arrange the class back into the five groups from the last class.
 - Assign each group a specific interest in the slave trade.
 - Northern Merchants
 - British Business Interests
 - African Slave Traders
 - Southern Plantation Owners
 - Caribbean Sugar Cane Plantation Owners
 - Have the groups access the site <http://complicity.wikispaces.com/> and assign the remaining 3-4 documents relative to each group's participant. Have them analyze them to determine which documents could best explain why their respective interest could reconcile themselves to participate in the trade.
 - Using the sorted documents, have them analyze them to determine which documents could best explain the ramifications that occurred as a result of their involvement.
 - *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. A SCIM-C Worksheet is also provided and may prove helpful in analyzing the documents.*
 - Based on their findings, have them create either a PowerPoint presentation or one on conventional flip chart. Using the documents as their foundation, have them create a presentation reflecting their participant's involvement. The focus is on reconciliations and ramifications.
 - Their final slide in the presentation will be on a list of unanswered questions. What don't they know about their participant's involvement? This will be used as a springboard for their formal assessment project.

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Closure:

Options:

1. Choose one of the participants (that's not your own) and write a letter to a representative body from that group. (Insurance Company, King, Merchant, Plantation Owner). Given what they now know, have them offer up alternatives to their involvement.
2. Have students revisit their Hunt of Solutions answers. Tell them they are to make the appropriate corrections.