

Title: Day 3 – Synthesizing Reconciliations and Ramifications

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Key Words: Slave trade, Reconciling, Ramifications

Grade Level: 11

Time Allotted: 90 minutes (1 block)

Lesson Overview	Judgment Day. The students will have an opportunity to respond to their classmates' work in this interactive class. They will do a gallery walk followed by a structured debate in which they will be asked to rank order the separate participant's involvement from a justification and ramification standpoint.
Guiding Question(s)	Based on the evidence presented, are there varying degrees of guilt associated with their involvement in the trade? What is the nature of "complicity"?

Learning Objectives (SWBAT – Students Will Be Able to)

- Students will be able to process information relative to six separate participants in the slave trade.
- Students will be able to make critical judgments on the level of complicity on the part of the six groups.

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;

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 Issues-Analysis and Decision Making:

- 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)

- Students will complete a matrix as they make their gallery walk.

Materials/Resources:

- Rank order guidelines for reconciliations/ramifications
- Editorial Rubric
- Gallery Walk matrix

Modifications:

- As opposed to having students rank order, you could have them choose one group they feel played the strongest role and one group that they feel played only a small role.

Instructional Procedures/Process

1. (Gallery Walk)
 - a. Arrange the PowerPoints / Flip Chart projects around the class
 - b. Individually, have the students visit each presentation. Have them fill out the pertinent information in their matrix.
2. Have them return to their seats after they have finished visiting each station. They will now rank order the participants using the following chart:
3. The guidelines are as follows:

1 = Most Plausible 5 = Least Plausible

Reconciliations	
Rank Order	Participant
#1	
#2	
#3	
#4	
#5	

1 = Weakest Ramification 5 = Harshesht Ramification

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Ramifications

Rank Order	Participant
#1	
#2	
#3	
#4	
#5	

4. After they have completed this individually, put them into one of 4-5 groups that are randomly selected. They are now to work towards a consensus relative to reconciliations and ramifications. They all need to agree on the relative order 1-5. Once this has been done, send one representative from each group into the center of class.
5. (Fishbowl) – Each representative will then debate and work with the other representatives towards reaching a consensus on the rank orders. The rules are as follows:
 - a. ONLY the representatives in the fishbowl are allowed to debate.
 - b. They must reach consensus. There can be no voting or trading off. They must be swayed by the quality of the respective arguments.
 - c. If someone outside the fishbowl wants to debate, they must tap their representative to take their place.

Closure:

1. Lead class in a discussion on their findings. Leading questions:
 - a. What were the most compelling reconciliations?
 - b. What were the most dramatic ramifications?
 - c. Is there a group that you studied that really shouldn't be included as a major participant?
 - d. Is any involvement in the Transatlantic Slave Trade too much? Too little?
 - e. What is the nature of complicity? Going back to the first day's discussion – should there be varying degrees of guilt?
2. Have students return to their Hunt for Solution Responses for the final time. Have them complete any errors. Use the questions for a final recap.

Formal Assessment:

1. Have students write a formal editorial to the newspaper of their choice. They need to synthesize the content from the past classes and carefully construct an argument centering on the theme of collective responsibility relative to the transatlantic slave trade. As part of their editorial, they must specifically reference one document that emerged during the course of the lesson. They need to stake out a position relative to the overarching question of:

Why did a variety of interests involve themselves in the Transatlantic Slave Trade and what were the ramifications for their participation?

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