

History Year 8 – TERM 3 – Slavery

This is an essential topic for students to study and understand. Through exploration of the topic content students will begin to understand the beliefs and contemporary motivations of a range of individuals. They will use their empathy to understand the experiences of the slaves, and the motives/effectiveness of the different anti-slavery campaigns.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>KG/s Define and Summarise Slavery and the Transatlantic Slave Trade?</u></p> <p>Lesson 1</p>	<p>This lesson begins to paint a picture of the topic of slavery, encouraging students to visualise the situations, and encouraging empathy for the slaves. It will also establish the idea of the Triangular Trade system.</p> <p>Feeds on from 'Norman' invasion. Power plays in Europe though the year 7 curriculum.</p> <p>Feeds forward to future slavery lessons</p> <p>Feeds forward to Empire unit in term 4</p>	<p>Trans-Atlantic Slavery Capture Oppression Middle passage Commerce Manufacture</p>	<p>Teacher Read the mind movie story to the class Stop the story at intervals, as is appropriate for the group, and have pupils share with each other the answers to the question 'How are you feeling'</p> <p>Define Key Words – Slave, Slave Trade, Transatlantic Slave Trade</p> <p>Introduce ideas of luxury goods of C17 C18, - and the idea that the climate of Britain/Europe meant that they could not be 'grown' here. Eg - Cotton was produced in Americas, taken to England made into cloth, cloth then traded in Africa. Input the 3 passages/stages of the triangular trade and students map/describe the triangle trade route</p>	<p>Literacy HW</p>
<p><u>KG/s Explain views from the past about the "Respectable Trade"</u></p> <p>Lesson 2 Literacy HW due</p>	<p>This lesson is to explore the typical thinking of the time, and how it is different to ours today. In terms of the title 'respectable trade', it is a term that was widely used at the time about the slave trade.</p> <p>Feeds on from ethics and geography (sweatshops).</p> <p>Feeds on from previous lessons overview of the slave trade.</p> <p>Feeds on from 'Norman Invasion' and the power plays in Europe - Year 7.</p>	<p>Respectable Trade triangle Slavery Justification Ethics Religion Civilisation</p>	<p>Pupils should take the cards and put them in order of justification. – this involves a lot of empathy.</p> <p>MARKED WORK</p> <p><i>How was the slave trade justified?</i></p> <p>Refer to at least 3 reasons in your answer Follow the scaffolding where possible EXT - We could ask ourselves about the products that we consume today, if we know under what conditions they are made, and if we ourselves support 'conditions' that mean humans suffer.</p>	<p>Research the life of Olaudah Equiano – look at what happened to him and the impact that he had on the slave trade.</p> <p>GIVE 2 weeks</p>

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	<p>Feeds forward to rest of slavery unit. Feeds forward to 'Empire' unit - Term 4.</p>			
<p><u>KG/s Describe the slave's experiences of the middle passage</u></p> <p>Lesson 3</p>	<p>Pupils will/may find this lesson disturbing. Using the historical evidence we have from Olaudah Equiano, this lesson will focus on the capture, and the experience aboard ship. Empathy is a key issue, as is knowledge of the capture and the middle passage. A fact of this would be that the slave traders would want to keep the slaves in good, 'saleable' condition, in order to maximise profit on arrival to the Americas. This question may come up when considering the slave traders point of view.</p> <p>Feeds on from Lesson 1 and 2 overviews of the slave trade and its justifications at the time.</p> <p>Feeds on from 'Norman Invasion' and power plays in Europe - Year 7.</p> <p>Feeds forward to Lesson 4 – slave auction, and resistance - Lesson 7.</p> <p>Feeds forward to 'Empire' unit - Term 4.</p>	<p>Empathy Claustrophobia Appalling Cramped Middle passage</p>	<p><i>You could start the lesson by having the pupils lie down on the floor under their desks, rather close to each other, and describe to them how they are rolling back and forth, getting sea sick, hearing people crying, smelling sick, human excrement etc.</i></p> <p>Video – give information about the middle passage. Stills from this have been taken to add to discussions.</p> <p>Measure out the space allotted to each slave on the floor and have selected students lay in this – maybe choose bigger students and discuss this is for ADULTS – as “children” they may have less space – discuss people above and below – claustrophobia etc</p> <p>Writing – pupils write a description of the middle passage, which includes information from lesson, and points of view – slave traders point of view THIS COULD BE MARKED IF ABSENT LAST LESSON</p>	
<p><u>KG/s Describe the slave auction process</u></p> <p>Lesson 4</p> <p>Herstory hw due</p>	<p>In this lesson pupils will 'auction' their 'slaves' and so will take on those roles. It will help them to understand the processes and to increase empathy and understanding of the life of a slave</p> <p>Feeds on from Lesson 3 – 'The Middle Passage'.</p> <p>Feeds on from 'Norman Invasion' and power plays in Europe in year 7.</p> <p>Feeds forward to life on the plantations (Lesson 5) and 'resistance' (Lesson 7).</p> <p>Feeds forward to 'Empire' unit - Term 4.</p>	<p>Auction Bid Grab-and-Go- Auction Highest-Bidder - Auction</p>	<p>ISMs to discuss the slave auctions, language use etc Watch the clip to understand what an auction is Discuss the preparation for auctions – why are the slaves treated like this? How would this make them feel?</p> <p>Demonstrate the 2 methods of auctioning – this could be discussing them or could be acting it out and/or use BBC video.</p> <p>Pupils to take the roles of slave trader /owners /buyers and slaves.</p> <p>Students create a diary entry for an auctioned slave to Feed to the 5 senses and feelings - <u>Personal Response</u> – Pupils need to be given the opportunity</p>	

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			to respond about how they felt about either being treated as property/treating people like property. This may upset some students – ensure there is space to discuss this and do not allow immature behaviour/comments over these events.	
<u>KG/s Analyse life on the plantation</u> Lesson 5 Equiano Homework due	This lesson asks students to evaluate the good and bad aspects of the slave plantations – to explore living conditions, but also to look for some of the good within the experiences for some people. <i>Feeds on from previous ‘auction’ lessons (4) as the justifications for the trade (lesson 2)</i> <i>Feeds on from ‘Norman Invasion’ and power plays in Europe - Year 7</i> <i>Feeds forward to murder mystery lesson 6 and rebellion lesson 7.</i> <i>Feeds forward to Empire unit in Term 8.</i>	Plantation Habitation Appalling Segregation Abuse Violence Exploitation	Define what a plantation is Discuss plantations through use of sources Create an analysis table for the range of sources – discuss what each shows and identify good as well as bad features <i>What was plantation life like for the slaves?</i> <i>(Possible Marked task)</i> <i>Use the SOT model</i>	HERSTORY HW Research a female abolitionist such as Elizabeth Heyrick or Georgiana, Duchess of Devonshire, or Ann Yearsley or Hannah More What role did they play in the movement – how influential were they?
OPTIONAL <u>KG/s Analyse evidence and justify judgments on a murder mystery</u> Lesson 6	This lesson allows students to recognise the difficulties of interpretation from the same information and encourages them to discuss their own preconceived ideas and the ways that things they have heard/seen in the past have influenced their thinking. <i>Feeds on from conditions on the plantations (lesson 5 and lesson 2) justifying the slave trade.</i> <i>Feeds on from ‘Norman Invasion’ and power plays in Europe - Year 7.</i> <i>Feeds forward to rebellion - Lesson 7.</i> <i>Feeds forward to ‘Empire’ unit - Term 4.</i>	Medical Exploitation Escape Disease Jealousy Malaria Mistreatment Abuse	Use the PPT and the mystery cards , in pairs or small groups pupils sort the cards into what information is relevant to answering the question and what information is not. The idea is that students will spend the majority of the lesson discussing with each other their findings. You may in fact not wish them to actually do a write up, you can have them write it up or present orally or debate how he died, using evidence Possibilities of how Peter died - 1. Brian killing him, 2. John killing him (and throwing people off the scent with false info), 3. malaria, internal bleeding, too rich food, heart gave up because he’d been	

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			consistently mistreated, 4. Jane killing him to be with Brian...	
<p><u>KGs Describe aspects of slave rebellion and the Underground Railway</u></p> <p>Lesson 7</p>	<p>This is the start of the examination of the end of slavery and the push from Europe to outlaw slave ownership, which will become the last assessed task of the unit.</p> <p>Feeds on from 'Human Rights – Ethics and Freedom'.</p> <p>Feeds on from previous lessons – particularly 'Conditions on Middle Passage' (lesson 3) and 'Plantations' (lesson 5).</p> <p>Feeds on from 'peasants revolt' - Year 7.</p> <p>Feeds forward to abolition and SOOT assessment</p> <p>Feeds forward to Empire unit Term 4</p> <p>Feeds forward to Year 9 suffrage campaigns</p> <p>Feeds forward to 'HERSTORY' Homework.</p>	<p>Active rebellion</p> <p>Passive resistance</p> <p>Plantation</p> <p>Escape</p> <p>Underground Railroad</p> <p>Rebellion</p> <p>Oral history</p> <p>Bias</p> <p>Supporter</p> <p>Conductor</p> <p>Insurrection</p>	<p>Give each student a message and the decoder index – you could screw the message up/fold it = perhaps tuck into students books to make it more dramatic!</p> <p>Discuss why talking in code was needed for the rebellions/escapes</p> <p>Recap – poor conditions in plantations – why slaves run away</p> <p>Brainstorm – ways to rebel – split into passive/active rebellion methods</p> <p>Information about the Underground railroad and Harriet Tubman</p> <p>https://www.youtube.com/watch?v=PVI-JNa9Cu8 and answer the questions</p> <p>Information on armed rebellion and discussion of source bias in reporting of Nat Turner revolt</p>	
<p><u>KGs Summarise and analyse methods used to get slavery abolished in 1807</u></p> <p>Lesson 8</p>	<p>Slavery existed at a time when the idea of universal human rights was not formalised, and was alien to many; humanitarian law was not formalised until after WWII with the UN Universal Declaration of Human Rights. As such, these early campaigns to change the law to make the experiences of many Africans more humane through public pressure were ground breaking.</p> <p>Feeds on from 'Geography – Fairtrade Products'.</p> <p>Feeds on from 'Human Rights – Ethics'.</p> <p>Feeds on from previous lessons – experiences of slaves (lesson 3), middle passage (lesson 5) plantations (lesson 7) rebellion.</p> <p>Feeds forward to SOOT assessment</p> <p>Feeds forward to 'Empire' unit - Year 8.</p>	<p>Abolish</p> <p>Abolitionist</p> <p>Campaign</p> <p>Petitions</p> <p>Organised</p> <p>Public Opinion</p> <p>Anti-slavery</p> <p>Logo</p> <p>Pamphlets</p> <p>Boycott</p> <p>Freemen</p> <p>Fairtrade</p> <p>Illiterate</p> <p>Politicians</p> <p>Persuade</p>	<p>Starter- this is evidence from the time and a method of campaigning used by abolitionists and one of the first known use of consumer boycott as a form of protest.</p> <p>Pupils guess its purpose and the focus/LQ of the lesson</p> <p>Establish key terms</p> <p>Methods such as boycott may need to be explained/demonstrated in order to show how they work.</p> <p>Use the slides to complete the chart</p> <p>LA – Limit the methods used, as appropriate to groups, but be sure to include William Wilberforce and Equiano as they are the 2 most associated with abolition.</p>	

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	Feeds forward to 'Suffrage Campaigns' - Year 9.		Extension – pupils could design their own abolitionist image/logo/poster/any choice. Present this to the class, cite the campaign method, how it Feeds to thinking at the time and why it would be effective	
<u>KGs Justify Opinions on the Abolition of the Slave Trade</u> <u>SOOT ASSESSMENT</u> Lesson 9 Herstory HW due	This is part of the 'genre pedagogy' –teaching pupils how to write an essay where 3 points will be explained, and helps them prepare for GCSE 'How far do you agree' questions, using the SOOT model Feeds on from 'slavery' (Lessons 1-8). Feeds on from 'Norman Invasion and Power Plays in Europe' - Year 8. Feeds forward to 'Empire' unit - Term 4. Feeds forward to 'Suffrage Campaigns' - Year 9.	Abolish Abolitionist Campaign Petitions Organised Public Opinion Anti-slavery Logo Pamphlets Boycott Freemen Fairtrade Illiterate Politicians Persuade	Show students the model essay on civil rights, so that pupils know what a good essay looks like, then help them to build up their paragraphs using the grid and using the causal connectives Mark and respond in purple pen PLEASE AIM TO MARK AND RETURN TO STUDENTS AS PROMPTLY AS POSSIBLE	

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