The Transatlantic Slave Trade

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Number of weeks (between 6&8)	**Content of the unit**	**Assumed prior learning (**tested at the beginning of the unit)
8 weeks	Pupils will learn about the millions of people who were taken from West Africa between the 1400s and 1700s and sold as slaves – mainly in the West Indies, Europe and North and South America. The focus here is historical enquiry and using evidence to communicate about the past of slavery. Pupils will be introduced to topic by exploring different African civilisations throughout Africa's history. Here, they will explore their main achievements and the developments in Africa prior to the slavery era. The Songhai Empire and the contributions to Africa will also be examined. This will ensure that misconceptions about African history are tackled from the on-set as pupils understand that Africa has, in fact, a very rich history and is not limited to slavery. The series of lessons based on slavery will focus on themes ranging from the Transatlantic Slave Trade, middle passage, auctions, plantation life and resistance.	Geographical understanding of Africa

Assessment points and tasks	**Written feedback points**	**Learning Outcomes (tested at the end and related to subject competences)**
Mid Unit Assessment: explaining and analysing the process of the Slave Triangle End of Unit Assessment: Essay writing Must: Identify reasons for the Atlantic slave trade Should: Find out about the conditions slaves had to live under Could: To examine the human and economic costs of the slave trade	Teacher Feedback lessons: 6 & 13,	The main focus is on historical evidence and band range 1-9 are covered in this unit.

Source skills	I can identify what a source says									
	I understand that sources can be different									
	I can identify an opinion about an event or person from a source									
	I can identify different opinions about an event or person from more than one source									
	I can describe an event or person using evidence from sources									
	I can create unsupported inferences from 1 or more sources									
	I can compare sources to show similarities and/or differences with evidence									
	I can describe an opinion about an event or person from a source with supporting evidence									
	I can describe different opinions about an event or person from more than one source, offering supporting evidence									
	I can explain the reasons for the similarities and/or differences between sources									
	I can analyse how the author's opinion affects the source									
	I can analyse why the author's opinion affects the source									
	I can analyse a source by identifying the audience and purpose									
	I can analuse the impact of audience and purpose on a source, with an explanation									
	I can evaluate and explain the reliability of a source(s)									
	I can explain and evaluate the utility of source(s) without using contextual knowledge									
	I can evaluate and explain the utility of unreliable source(s)									

			I can evaluate and explain the utility of sources through crossreferencing and contextual knowledge
			I can evaluate the impact of purpose, motive, audience, access to information, content, tone and type on utility and reliability

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	Can I investigate the different civilisations and cultures throughout Africa's history?	*Must:* Know that African has a diverse history. *Should:* Understand the significance of different events in African history. *Could:* Be able to analyse African history and divided a timeline into period themes.	Where is Africa? Is Africa a country or a continent? Is Africa bigger than Europe? Is Africa bigger than the USA? Is Africa bigger than China? Can you name any African countries?	African Empires timeline cards Starter sheet Story of Africa	Activity 1: Think about... What do you notice about the geography of Africa? What impact do you think this would have on the people living there? What do you already know about Africa? Activity 2: Africa had a rich and diverse history. Today you are going to investigate the story of African history. Using the timeline and event cards provided create a chronological overview of African history. Activity 3: Once you are finished- On your timeline colour each of these cultures: In one colour- Religion In another colour- Slavery In another colour- European Countries In another colour- Ancient Empires In another colour – Human Development Now think about how African has been influenced by many different cultures?	None	Watch the video: What can we learn about African Empires?

2	What were the main achievements throughout African history?	Must: Know that Africa has a diverse past Should: Understand some of the achievements from Africa's past. Could: Be able to evaluate the impact Africa has had on the world.	What do we already know about Africa? Who is this man? Why is he important? What has Africa achieved? What is African history?	Sources SEN Table	Activity 1: Match the people: What do you think these people suggest about Africa's past? Activity 2: When people talk about Africa's past some people think of slavery but Africa has had a diverse past. You need to discover some of Africa's achievements. Copy out the table onto a full page in your books Activity 3: Look back over your completed table: What have you discovered that you did not know before? What do you think is the most significant / least significance achievement? Answer this question in your books: What impact has Africa had on the world?	None	Watch the video and make notes: 1. Who was Nelson Mandela? 2. What did he achieve?

3	What was Africa like before 1600?	Must: Know that Africa had its own Kingdoms and Empires before Europeans arrived. Should: Be able to work together as a group to describe African Civilisations and complete the map individually Could: Be able describe and explain African Civilisations and evaluate their significance.	What can you see? (describe the map) How do you think Africa was ruled and by whom? Can you name any African Empires or Kingdoms?	Starter Wall information Information Sheet Map SEN Table	Activity 1: Your turn next reading activity Activity 2: In groups of roughly 3 you are going to investigate different African Civilisations. (8 Groups) You must make a quick poster for your civilisation for the whole class to use. You must stick the information on your poster then summarise the key points onto your group map. Activity 3: Using the group posters around the classroom you must individually fill out and complete the map provided. You need to summarise the key points for each of the civilisations.	You must research different African Civilisations and Pyramids- you MUST bring this to use in our next lesson	Using the information from your map answer the following question: What were African Civilisations and why were they significant?

4	What can we learn about African Civilisations from the Songhai Empire?	*Must:* Know what Slavery is and be able to define it providing examples *Should:* Be able to describe the sources explaining how they link to the Slave Trade *Could:* Be able to explain slavery and why it should be studied.	Watch video + What was the Songhai Empire? Where was it located? What did the Empire achieve? What has it left behind?	Video clips Information Sheet Map	Activity 1: As a class read the information provided. TASK: Draw the Songhai Empire on your map and label the cities QUESTIONS: Where was the Songhai Empire? Why did the Songhai Empire become rich? How was Songhai ruled? Why were the cities of Dejnne, Walata and Timbuktu important? Activity 2: What can we learn from the Songhai Empire and Timbuktu about African Civilisations? Carefully read and analyse the sources provided. Draw out and complete the source analysis table with your ideas. Remember to DESCRIBE and EXPLAIN your thoughts. Activity 3: Watch the video and make notes	Grid - How did Sonni Ali strengthen the Songhai Empire?	Using the information from your source analysis table answer the following question in your books: What can we learn from the Songhai Empire and Timbuktu about African Civilisations?

5	What is Slavery?	*Must:* Know how the Slave Trade worked *Should:* Be able to describe and explain the way the trade triangle operated *Could:* Be able to evaluate who benefited from Slavery and who was the most to blame for its existence.	Draw out a circle: At the top write down your definition of Freedom and at the bottom write your definition of slavery? Make sure you give examples. Extension: Can you give any examples of slavery from history?	What is slavery? Information Sheet Sources Circle Sheet	Activity 1: Answer ONE of the questions below using the pictorial sources and/or key words to help you. Foundation: Use the key words to describe the pictures Intermediate: What can you learn from these images about slavery? Higher: Do you agree that slavery is just something that happened in the past? Activity 2: As a class read the information provided: What was the Slave Trade? What were the causes of the Slave Trade? What was the impact of the Slave Trade on Africa? Activity 3: Examine each picture carefully- try to work out how it links to the Slave Trade? In your books draw out a table: describe what you can see and then explain Activity 4: Freedom scale	None	Using the sources and everything we have learn in today's lesson answer this question in your books: What is slavery and why should we study it? You must explain in detail, give your opinion and back this up with evidence from the sources.

6	What was the Transatlantic Slave Trade and how did it work?	Must: Know how and why people profited from the slave trade Should: Be able to complete the enquiry and explain how Europeans benefited from the Slave Trade. Could: Be able to evaluate who benefited from Slavery and who was the most to blame for its existence.	What can you see? What is the source? Where would it be found? How are these people being treated? How does this make you feel? What can you remember about slavery from last lesson?	Slave triangle card sort Starter Student triangle Benefit Sheet	Activity 1: What was being carried round the 'Triangle'? Work in pairs to find out how the slave trade worked. cut out the cards and place them around the triangle map. Extension: Which cards were PUSH and PULL factors? Activity 2: Using the cards you have positioned around the map make your own copy of the Slave Triangle using the sheet provided. Make sure you add as much detail as possible. Try to label your diagram with the PUSH and PULL factors. EXT: Explain how the Slave Triangle worked. The Slave Triangle was when … Activity 3: Who benefited from Slavery? Read the information card provided and draw out the circles above: Try to place the different individuals within the circle. Put those who benefited the most in the middle and those that benefited the least around the outside.		Rank in order of blame: Who was the most to blame for the Slave Trade?

7	Who profited from slavery and who was to blame?	To describe the condition on the slave ship To explain how Africans were enslaved and treated, through the experiences of Equiano	Look at the picture of slaves on board a slave ship during the middle passage and imagine you were there. Complete your senses activity. See = Hear = Touch/Feel = Smell = Taste =	Starter sheet Profits sources	Activity 1: Who benefited from Slavery? You are going to investigate how and why people profited from the slave trade. There are five information sheets with questions at the front of the class. You need to use these to answer the questions in your books. You MUST complete at least four. Activity 2: Who benefited from Slavery? Read the information card provided and draw out the circles above: Try to place the different individuals within the circle. Put those who benefited the most in the middle and those that benefited the least around the outside.	None	What can we learn from this interpretation?

8	What were the conditions of the Middle Passage like?	*Must:* Know the role played by slave ships as part for the Transatlantic slave trade *Should:* Be able to complete the source investigation and describe what life was like on board a slave ship. *Could:* Be able to explain life on board a slave ship using the sources to back up your own opinion.	In pairs discuss: What was the Slave Triangle and how did it operate? What role did ships play?	Starter Sources SEN Grid Brookes	Activity 1: Study the image; it is the plan for the storage of slaves on a slave ship. Answer either the foundation, intermediate OR higher question below: Foundation: Copy and complete the sentence below in your book: On a slave ship people were very _____ and did not have much room to _____. They were _____ together so that they could not _____. This meant that people were treated in a _____ way. cruel chained cramped escape move Intermediate: What does this image tell you about the way slaves were treated? Think of at least two points, write them out in full sentences. Higher: Why were slaves stored on the ships like this? What can this image tell us about the way slaves were seen by the slave owners? (did they see them as human beings or as products?) Activity 2: What was the Slave Triangle and how did it operate? Activity 3: What was life onboard a slave ship really like? Today you are going to investigate what it was like to be a slave being transported to America onboard the Brookes. Read the information provided. What is your first thought? What do you think it would be like? Examine the sources carefully and complete the source table.	Inference Sheet	What was life on board a slave ship really like? Answer this question in your books using the sources to back up your opinion. Remember to write in full sentences and paragraph your work.

9	What was life like for slaves sold at auction?	Analyse why slaves were treated in this way. Empathise with those sold at a slave auction. Explain what happened at a slave auction.	Reveal source + ask 3 questions What is going on? What does it tell us about the slave trade and auctions? What questions would you like to ask the people in the picture?	Slave auctions Article Auction vocab grid	Activity 1: Write a bullet point list on the important things you see. Now, answer this qn: What is this evidence about? Extension: What is the message of this source? Activity 2: Watch the video showing what slave auctions were. Whilst you are watching think about: How would the slaves have felt? http://www.bbc.co.uk/learningzone/clips/slave-auctions/3887.html Activity 3: In your books describe what happened at a slave auction. Core- you have described a slave auction. Extension- you have described a slave auction, using key terms, examples and/or previously acquired knowledge! Activity 4: We are now going to read an article about slave auctions. Have a look at the provenance of the article and answer the following questions: - When was it written? - Where do you think it was written? Activity 5: Group work - Read through the article from *The Liberator*. Group discussion question: What do you think the purpose of this publication is?	None	Quick Fire Quiz

10	What was life like on the plantations?	Explain what plantation life was like. Compare plantation life with the Middle Passage Evaluate the slaves' situation on the plantations.	Study the images and answer either the foundation or higher question that follows **Foundation:** What does each image suggest about what it was like for slaves in their daily lives? **Higher:** How far is each of the images useful in studying the life of a slave?	Starter Sheet Plantation life	Activity 1: Match the key words to the correct definition Activity 2: Using evidence about plantation life, match the source to the description. Activity 3: What is going on in this source? What can you INFER (work out) about plantation life. Use the written evidence to help you. Extension: Complete the SIMILARITY and DIFFERENCE diagram. Which are there more of – similarities or differences? Which was better for the slaves?	Research the answer to your question from the plenary	Draw around your hand and write down 5 things that you have learnt today. What would you like to find out about in relation to plantation life?
11	How did Africans resist slavery?	Level 4 – Provide some examples of why the life of a slave was so terrible and offered little chance of escape. Level 5 – explain why life was terrible and explain how slaves could resist or escape Level 6 – To offer an alternative argument i.e. can you identify any evidence to show life was not as bad as it seemed	Choose one question: <u>Foundation</u>: Explain in a paragraph what you believe is happening in the two images. <u>Intermediate</u>: Find two words to describe the different forms of resistance; explain your choice of words. <u>Higher</u>: Which form do you think would end slavery quickest?	Starter Passive and violent resistance Pen or the Sword Sheet	Activity 1: categorise passive and violent resistance methods Extension: Study the images of the ways slaves resisted. By each image, explain: a. What type of resistance it represents b. How successful do you think it was? Activity 2: What is mightier, the pen or the sword? Toussaint L'ouverture OR Olaudah Equiano QN: Which style do you think was most effective and why?	Revision	• Post-it note • Explain slave resistance by giving examples. • Bonus – critique the method.

12	Assessment Preparation “Explain why the life as a slave was so terrible and offered little chance of escape.”	Level 3 – Be able to describe the story of the slave trade Level 4 – Be able to explain why the life of slaves was so terrible Level 5 – Be able to explain using specific examples from the slave trade why the life of slaves was so difficult and offered little chance of escape. Level 6/7 – Be able to create a balanced argument showing both side of the slave trade, the good and the bad!	Can you identify the topics that we have covered?	Plan and mark scheme Homework Sheet	Activity 1: Revision 15 minutes to create an A3 poster in groups of 4 to revise the topics. Sources are provided, textbooks can be used and pupils will refer to their exercise book for additional information	Prepare for your assessment by completing the sheet.	Presentation of posters
13	Assessment “Explain why the life as a slave was so terrible and offered little chance of escape.”	Level 3 – Be able to describe the story of the slave trade Level 4 – Be able to explain why the life of slaves was so terrible Level 5 – Be able to explain using specific examples from the slave trade why the life of slaves was so difficult and offered little chance of escape. Level 6/7 – Be able to create a balanced argument showing both side of the slave trade, the good and the bad!	Let’s read the essay plan together Now, write the grade you are aiming for and set yourself a target for this assessment using the mark scheme.	Plan and mark scheme Differentiated assessment Super differentiated assessment	Activity 1: PEE paragraph Activity 2: Complete essay	None	None