





Number of weeks (between 6&8)	Content of the unit		Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																																																																																																																										
6 weeks	<p>The Abolition of the Slave Trade</p> <p>The abolition of the Slave Trade unit will ensure pupils gain understanding on the reasons why the abolition campaign proceeded beyond 1807 to full abolition of the institution of enslavement in 1833. The story of enslavement often ends in 1833. But that was not the end of enslavement (even in the Americas), and this misconception will be tackled in this unit. It was not abolished in the USA until 1863, after a bloody Civil War had been fought over the issue. It was not abolished in Brazil until 1888. Britain's high moral line about enslavement after 1833 is not often dealt with. It will be revealed to pupils just how much effort Britain put into its anti-enslavement activities in several parts of the world right through the 19th century.</p> <p>Pupils will interpret the legacy of the slave trade and analyse the reasons why it is important to remember the slave trade by creating memorials.</p>		The Slave Trade																																																																																																																																																																																																																																																																																																										
Assessment points and tasks		Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																																																																																																																																										
<p>Mid Unit Lesson 5: Categorisation of for and against abolition and methods</p> <p>End of Unit Lesson 9: Pupils will create their own memorial to remember the Slave Trade</p> <p>Examine the limitations of memorials as a way of remembering. Assess why memorials can be effective ways to remember. Explain how memorials help us to remember the past.</p>		<p>Teacher feedback lesson 9</p>	<p>The main skills being covered are: historical interpretation and significance. Band range 1-9 are covered for both skills.</p> <p>Interpretations</p> <table border="1" data-bbox="664 1241 2795 1854"> <tr> <td rowspan="12" style="background-color: #f4a460; text-align: center; vertical-align: middle;">Representations</td> <td>I can identify an opinion about an event or person from a source</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>I can identify different opinions about an event or person from more than one source</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>I can describe different opinions about an event or person from more than one source, offering supporting evidence</td> 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1	What were the causes of the American Civil War?	<p>To give examples of cause and consequence</p> <p>To establish arguments for and against slavery</p> <p>To make a judgement about why there were disagreements between the Northern and the Southern states.</p>	Study the map of the USA and answer either the Foundation or Higher question	<p>Starter</p> <p>Causes card sort</p>	<p>Activity 1: Why were Southerners angry in the 1850s?</p> <p>Activity 2: Categorise the arguments into Northern Viewpoint and Southern Viewpoint</p> <p>Extension: Can you label the factors that are to do with money, politics or society.</p> <p>Activity 3: Written Task: What were the causes of the American Civil War 1861-1865? Writing frame is given</p> <p>Activity 4: Do you think that Lincoln really believed in abolishing slavery? Discuss</p>	None	<p>Write on post-it note: I have learnt that...</p> <ol style="list-style-type: none"> 1. 2. 3. <p>I would like to practise more of...</p> <ol style="list-style-type: none"> 1. 2.
2	What was the experience of black people during the American Civil war?	<p>Understanding the experience of black Americans in the Civil War</p> <p>Analysing sources from different viewpoints</p>	Fact or Opinion	Card sort	<p>Activity 1: Memory game</p> <p>Activity 2: Sort the cards into positive and negative piles</p> <p>Activity 3: Use the sources to complete these sentences.</p> <ol style="list-style-type: none"> 1. Explain which sources show that many black Americans welcomed the Civil War and why. <p>Start your sentence like this: ‘Sources ___ and ___ show evidence that Black Americans welcomed the Civil War because....</p> <ol style="list-style-type: none"> 2. Explain which sources show that many black Americans did not have a good experience during the Civil War <p>‘Sources ___ and ___ show evidence that many black Americans did not have a good experience during the Civil War because ...</p> <p>Activity 3: Class discussion brainstorm exercise</p>	None	How good is your memory task



3	How reliable are sources as evidence of attitudes towards black soldiers during the Civil War?	You will be studying sources in order to make a judgement about how reliable they are to historians.	Imagine you are starting a new school. Look at the information you have been given. Complete the tasks on the sheet about reliability	Starter reliability sheet Source A Source B	Activity 2: How reliable are the sources as evidence of attitudes towards black soldiers during the Civil War?	Homework Sheet on reliability	Discuss with the person next to you: One thing you have learnt today and how you learnt it. Be prepared to feedback your partners ideas.
4	Who wanted Slavery to end?	Level 3 – To know how to use the lessons key word Level 4 – To be able to illustrate the reasons behind the abolition of slavery Level 5 – To understand both why the slave should end and also why some people wanted it to continue Level 6 – Understand why they started by trying to abolish the Slave Trade not Slavery.	Can you match the words to the definition?	PowerPoint	Activity 1: Re write these sentences to show the word should be used. Activity 2: Extension: Can you create your own paragraph using these words? Activity 3: Can you know write a paragraph by yourself about the abolition of slavery? Why did people want to get rid of Slavery? Why did some people want to keep the slave trade? Can you explain why the abolitionists are only campaigning for the abolition of the slave trade and not slavery itself? Activity 4: Can you answer these two questions: Why did people want the slave trade to end? Why did people want the slave trade to carry on? Activity 5: In your group of four create two posters. One must be campaigning for the end of the slave trade (the Slave and the Abolitionist) One must be campaigning to keep the slave trade.	None	Peer-assessment



The Abolition of the Slave Trade

5	What were the arguments for and against slavery?	<p>To know what views were held by Abolitionists</p> <p>To be able to categorise views on slavery</p> <p>To develop your own opinion on the slave trade</p>	Define abolition	<p>Statements on PowerPoint</p> <p>Grid</p>	<p>Activity 1: In pairs look at the envelopes in front of you Organise the cards into 2 groups: Beliefs of abolitionists & Beliefs of slave traders</p> <p>Do all abolitionists agree?</p> <p>Look at the beliefs of abolitionists – try to organise into 2 groups: Beliefs held by white campaigners & Beliefs held by black campaigners</p> <p>Fill in grid using all the cards from the card sort.</p> <p>Activity 2: Watch the following clip what reasons does it mention?</p>	None	<p>Write down 5 things you have learnt today in the fingers</p> <p>Write down one question you'd like to ask in the palm</p>
6	How can I gain an overview picture of how the slave trade was abolished?	<p>Analyse which reason helped most in abolishing the slave trade.</p> <p>Assess why the slave trade took so long to abolish.</p> <p>Explain how the slave trade was abolished.</p>	Which of these do you think was more important in getting rid of the slave trade?	Timeline cards	<p>Activity 1: Create a timeline of the events leading to the abolition of the slave trade.</p> <p>Activity 2: Answer key question using your timeline</p>	None	<p>Let's go back to our original discussion – which mattered more?</p>



7	How was slavery abolished in Britain?	<p>Must: learn about what different people valued at the turn of the 19th century Should: explain different types of arguments being made for and against slavery Could: be able to distinguish between the types and nature of arguments being made for and against slavery</p>	<ol style="list-style-type: none"> 1. Who do you think this poem was written for? 2. In what ways does it make clear to the reader what the poet thought about the slave trade? 3. What would your reaction be if someone today proudly admitted that they owned slaves? 	Sources on PowerPoint	<p>Activity 1: Organise the information on William Wilberforce into a timeline.</p> <p>Extension: When do you think the turning point for Wilberforce in seeking to end slavery might have been? Why?</p> <p>Activity 2: Using these sources, create a spider diagram that identifies the arguments AGAINST abolition</p> <p>Compare your diagram with others in your group, and add to your diagram any points you might have missed</p> <p>With a partner, number the points on your diagram from 1-5 (1 being the most powerful) to identify which is the most convincing argument for keeping the slave trade.</p> <p>Compare your answers with another pair and explain your reasons for the way you have numbered your diagram</p>	None	Take a class vote. Which was the most important reason for keeping slavery?
8	Why did the English abolish the Slave trade in 1807?	<p>Must: to categorise causes to explain why slavery was abolished Should: to explain the most important reason for the abolition of the slave trade Could: to explain the least important reason for the abolition of the slave trade</p>	Show stamps of key abolitionists for pupils to make inferences	Character sheet	<p>Activity 1: categorisation - Find 6 colours and colour the <u>factor triangles</u> with each one. Work out which information boxes from your worksheet are examples of the factors, and colour the tiny triangles within those boxes with the same colours.</p> <p>Activity 2: Watch the following clip about why slavery was abolished in 1807. Look out for the reasons given for its abolition. http://www.bbc.co.uk/learningzone/clips/interpretations-of-the-abolition-of-slavery/10130.html</p>	None	Describe and explain the reasons why the slave trade was abolished in 1807.



9	Assessment: How should the slave trade be remembered?	Examine the limitations of memorials as a way of remembering. Assess why memorials can be effective ways to remember. Explain how memorials help us to remember the past.	Show picture of a duck/rabbit and explain the concept of interpretations	Memorial Grid	What do you already know about how things in the past have been remembered? Activity 2: Show examples of memorials as pupils are going to create their own memorial to remember the slave trade Who will you show as most important: - revolutionaries like Queen Nanny or Toussiant L'Ouverture? - reformers like Granville Sharp and Thomas Clarkson? - politicians like William Wilberforce? - former slaves like Olaudah Equiano and Mary Prince?	None	Present memorial in groups + peer assess using success criteria
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