



Teacher's Resource Pack

ABOLITION 07

 Hackney Museum



the learning trust
the future for education in Hackney

Supported by the
Heritage Lottery Fund



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Part 1: Information Booklet

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Teaching about the Transatlantic Slave Trade

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Part 2: **Worksheets & Resources Information & Fact Sheets** *(loose leaf & photocopiable)*

Worksheets & Resources

Character profile cards
Object & Image cards
Worksheets

*Each set of cards corresponds to one of the following themes: Trade
Enslavement & Oppression Resistance British Abolitionists African
Abolitionists. Use these cards to deliver the jigsaw activity.*

Information & Fact Sheets

Africa

Adinkra symbols, Africa facts, Africa facts for grown ups

Resistance

Slave rebellions & conspiracies

People

Where were they born? Where did they die? What did they say?

Abolishing the Slave Trade

Thomas Clarkson's box, How did the Quakers help abolish the slave trade? Why did the abolition movement spread so quickly? How did Hackney residents help to abolish the slave trade? What happened in Parliament to abolish the trade? When was the slave trade abolished in other parts of the world?

Resource Lists

Useful books, websites & organisations

Glossary

Definition of difficult words

CD ROM

Activities, resources, gallery, objects

This resource pack accompanies the **Abolition 07** exhibition at **Hackney Museum**. The exhibition explores the **history of Britain's involvement in the transatlantic slave trade** and the **legacy of slavery in 2007**.

Why should we teach our children and young people about enslavement and abolition?



'Slavery involves human exploitation, indignity, suffering and cruelty, and the transatlantic slave trade provides many of the worst examples. However, its history also illustrates the power of the human spirit to retain dignity, to resist injustice and regain the right to liberty, irrespective of race or culture'

Freedom Pack, National Maritime Museum

In 2005, when the staff at Hackney Museum started planning **Abolition 07** none of us was sure how best to approach the commemoration of abolition in 2007. The 1807 Abolition Bill was an historic moment but slavery continued in the British Empire for many years and still continues around the world in various guises today.

We have covered a lot of ground since we first began to explore the transatlantic slave trade. We have spoken to community groups, teachers, young people, anti-slavery organisations and key figures from Hackney's Black community. We worked with an Advisory Group and held Community Information Evenings around Hackney. Everybody had ideas about how to mark the bicentenary. Everybody's ideas were different; some ideas complemented each other, some ideas conflicted. However, the one thing we did agree about, the one thing at the top of everybody's agenda was the education of children and young people about the trade and its legacy. Like many museums across the UK, for Hackney Museum 2007 is an opportunity to redress the balance in how history and whose history is taught and represented in museums and classrooms.

Learning about the transatlantic slave trade in 2007 is crucial for all teachers and students. Whatever their roots, race or ancestry, as British citizens living and learning in Britain today, this is part of their history. Young people need to learn about the trade and why it has been hidden for so long. Young people need to own this history.

This pack explores the British involvement in the transatlantic slave trade and some of the forgotten heroes in history who helped to abolish it, both male and female, black and white. It provides access points into the study of the transatlantic slave trade. It will enable you and your students to explore this important but largely forgotten part of everyone's past. The legacy of enslavement lingers today so the bicentenary should have a profound significance for people of the African Diasporas and others all over the world. 2007 is not just about commemorating abolition and remembering those who lost their lives during enslavement but also about celebrating the resistance and survival of those enslaved Africans, freedom fighters and African abolitionists who embodied the strength and resistance of spirit to speak out and to fight back against the trade that stole people from their homes, tore families and communities apart, killed millions of Africans, this '...huge crime against humanity...' (Benjamin Zephaniah).

For more information, assistance or support with teaching any aspect of the transatlantic slave trade contact:

| | | |
|--|---------------------------|---|
| Emma Winch | Hackney Museum | 020 8356 3500 Emma.winch @hackney.gov.uk |
| Mike Vance (EMAS) (Ethnic Minority Achievement Service) | The Learning Trust | 020 8820 7329 mike.vance@learningtrust.co.uk |

The Resource Pack was written and compiled at Hackney Museum by Emma Winch but the activities, teaching advice and resources are the result of collaboration between Hackney Museum and members of the EMAS team. Thanks to all teachers, artists and members of the local community who contributed valuable ideas, recommendations and time to the project. Special thanks to Adisa, Baden-Prince, Mike Vance, Maggie Hewitt, Peter Loader, Ralph Straker and Arthur Torrington.

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Themes & Symbols

Trade

Enslavement & Oppression

Resistance

British Abolitionists

African Abolitionists

Themes The Exhibition, Resource Pack and CD ROM explore the transatlantic slave trade thematically. In this Resource Pack themes are also colour coded.

Adinkra symbols

Symbols are also used in the pack to accompany different themes.

Adinkra symbols are used in West African societies, particularly by the Akan people of Ghana.

The poets may explore symbols during the workshops at Hackney Museum. Use the Adinkra fact sheet for more information.

Education



Symbol: **SANKOFA**
Pronounced: *sang-ko-fah*
Literal meaning: *go back to fetch it*
Symbol of the wisdom of learning from the past to build for the future

Wisdom



Symbol: **MATE MASIE**
Pronounced: *mah-tee mah-see-uh*
Literal meaning: *what I hear, I keep, I understand*
Symbol of wisdom and knowledge

Resistance



Symbol: **HYE-WO-NHYE**
Pronounced: *she -wo -n-shee*
Literal meaning: *unburnable*
Symbol of toughness or resistance

Unity in diversity
Hackney



Symbol: **FUNTUMMIREKU-DENKYEMMIREKU**
Pronounced: *fun-tum-me-rek-koo Den-chim-me-rek-koo*
Literal meaning: *a Ghanaian Mythical creature*

Symbol of unity in diversity, democracy or oneness of the human family despite cultural differences and diversities

Abolition
Abolition



Symbol: **NKONSONKONSON**
Pronounced: *corn-song-corn-song*
Literal meaning: *a chain or a link*

Symbol of unity, responsibility, interdependence, brotherhood and cooperation

Enslavement / Oppression



Symbol: **EPA**
Pronunciation: *eh-paw*
Literal meaning: *handcuffs*

Symbol of law and justice

Abolition 07 Teacher's Resource Pack

Organisation

The **Abolition 07 Teacher's Pack** is divided into sections:

Information Booklet (*the part you are reading now*) – this section gives you essential background information for teaching about enslavement and abolition. It will help you and your students to prepare and follow up your visit to **Abolition 07** at Hackney Museum and give you ideas and activities to deliver in the classroom.

Worksheets & Information Cards – full colour, loose leaf worksheets and information cards are provided at the end of the information booklet. These cover different aspects of the transatlantic slave trade and are colour coded according to themes. These are for you to use in the classroom. *Please note: these are not worksheets for use during your visit to Hackney Museum. You will not need to bring anything from this pack with you. All resources for the visit will be provided on the day.*

CD ROM – The EMAS team in the Learning Trust have developed an extensive CD ROM to be used by the teacher for whole class presentations and by students for further research into subjects and activities associated with themes explored in the Resource Pack. The Resource Pack like the CD ROM is arranged thematically so it is easy for teacher and student to navigate. Acquaint yourself with the different areas of the CD ROM in advance as this will be a very effective way of introducing the subject to your class. On the CD ROM you will find timelines, character profiles, music, Negro spiritual song lyrics, activities related to sugar – would the students in your class be able to give up sugar for a day? How would your students respond to being given a new name? How would your students react - would they rebel? Use the CD ROM and find out...

The Resource Pack and CD ROM are comprehensive but not absolute. They will not provide you with everything you need to know to teach the full history of the transatlantic slave trade. What the Resource Pack and CD ROM will do is provide you with a stimulus and some ideas to actively engage your students in learning about important people, places, events, objects and images.

The Resource Pack and CD ROM give you the tools you need to begin to unpick challenging and often difficult subjects, events and experiences through the histories of the people involved, the images recorded and objects that have survived.

Thematic approach

The Resource Pack starts with an introductory activity entitled *My Right to Freedom* (page 15). This activity will introduce the students to the idea of enslavement through their understanding of what it means to be free.

The next activity is a **History Detectives: Jigsaw Activity** (page 18) where the transatlantic slave trade is split into themes covering five key areas through which to investigate the transatlantic slave trade. These are:

Trade

Enslavement and Oppression

Resistance

British Abolitionists

African Abolitionists

Each theme is colour coded and supported by an **Adinkra** symbol. You can find out more about Adinkra symbols inside the pack.

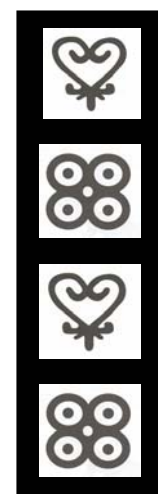
Each theme could be covered in turn, providing a linear approach to teaching the transatlantic slave trade **or** as a whole class investigation activity – different groups within the class could research different themes and report back to the class. Frameworks for both approaches are facilitated in the pack.

Each theme has full colour sheets to support investigations. These are:

Character Profile Cards

Object and Image Cards

Questioning Worksheets



Difficult Words

Throughout the pack difficult or unusual words and key terms are highlighted in **black, bold print**. The definition of highlighted words can be found in the **Glossary** sheets and on the CD ROM. Every effort has been made to identify which of the words the students will struggle with but teachers will need to

provide extra support where there are gaps or where individual students have specific needs.

Difficult Subjects

Studying aspects of **enslavement and oppression** will be challenging for both teachers and students. The resources in this pack have been carefully selected with this in mind. Whatever the approach, students need to understand the scale and extent of the trade, the horrific treatment and conditions endured by millions of enslaved Africans and the brutalisation of English sailors on board the slave ships. This is crucial if they are to begin to comprehend the scale of the struggle of resistance fighters and abolitionists to end the trade.

A number of images in the pack, on the CD ROM and in the exhibition depict brutal and harrowing aspects of the trade; it is crucial that you consider the impact viewing such images may have on your students. Please take the time to view all the images in the pack and on the CD ROM before showing them to the students. It is also important that you take the opportunity during the INSET session to look at the images and objects displayed. The students need to be prepared for what they will see during their visit and throughout the study of the transatlantic slave trade.

Resources and Links

Where we are unable to provide clear cut answers – for in many cases there is no such thing as a clear cut answer – we have suggested websites, texts, contacts and resources that we found useful during our research. These appear throughout the pack and a full list of recommended websites, bookshops, fiction and non-fiction texts and useful organisations for adults and students can be found in the **Resource Lists** included in the pack and on the CD ROM.

Terminology

There is much debate over the use of the word '**slave**'. Throughout the Resource Pack you will see that we prefer to use '**enslaved African, person, man, woman, or child**'. This reiterates the fact that Africans bought and sold during slavery were subjugated rather than consenting. In historical documents *slave* is used and sometimes using *slave* is necessary to illustrate the historical perception of a person's enslaved status. Use ***My Right to Freedom*** (introductory activity) with your students to help them to understand why it is important to use 'enslaved' rather than 'slave' to describe people.

In the Resource Pack and CD ROM the use of '**Black**' refers to people of African and Caribbean descent.

Teaching Enslavement and Abolition

Themes and Curriculum Links

Opportunities for teaching about African civilisation, enslavement and abolition mainly link to the KS2 and KS3 curriculum for **History** and **Citizenship** but there are numerous other opportunities for cross curricular links to be made in Art (African art, Adinkra symbols), Literacy (abolitionist texts – student’s versions exist and are listed in the **Resources and Links** sheets), Speaking and Listening (Debating activities) and Drama (status activities, role play, character development)

KS2

History

Unit 10: *What can we find out about ancient Egypt from what has survived?*

History Unit 19: *What were the effects of Tudor exploration?*

Citizenship

Unit 07: *Student's rights - human rights*

Section 1: *What are our rights?*

Section 2: *That's not fair!*

Section 3: *Taking responsibility*

KS3

History

Unit 14: *The British Empire*

Unit 15: *Black peoples of the Americas*

Citizenship

Unit 03: *Human Rights*

Unit 04: *Britain – a diverse society?*



How should we teach enslavement and oppression?

The transatlantic slave trade can only be taught with the understanding that it represents a short period of history within a much longer history of many great African civilisations. Above all the topic should be handled sensitively encouraging a sense of reverence and respect for those who suffered and were involved in the struggle to abolish the slave trade in Britain.

In an article from **Race Equality Teaching 2006 Berenice Miles** establishes 10 key principles for teaching about the abolition of the transatlantic slave trade:

Ten principles for teaching about the abolition of the transatlantic slave trade

- 1. Make sure that every child in your class can maintain their dignity and self-esteem during the teaching of this topic*
- 2. Do not approach the topic from a deficit model of 'poor, helpless black people in Africa and the Caribbean'*
- 3. Make sure that the resources you use do not compound a deficit model*
- 4. Make sure that pupils understand about great African civilisations. Never start with African people as slaves*
- 5. Teach pupils the complex nature of cruelty in the Atlantic slave trade and plantation life*
- 6. Include the stories of African heritage leaders of rebellion and opposition in the Caribbean*
- 7. Include the stories of freed African heritage slaves and servants in Europe who took part in the fight for abolition*
- 8. Include the stories of white abolitionists as role models in the fight against injustice and racism, but do not imply that only white people were responsible for the abolition*
- 9. Place the topic in a context of human rights*
- 10. Take care of your own professional development beforehand. This is a sensitive issue.*

Answering difficult questions

Challenging debates around enslavement and abolition have recently been aired in the media and Black communities. These will raise questions in the minds of students. EMA coordinators in Hackney have anticipated some of these questions:

- When did it happen?
- Where did it happen?
- What happened?
- Is it the same as slavery in Roman and Greek times?
- Why did it happen?
- Why use the term
- Using enslavement rather than slavery?
- Where did my ancestors come from?
- Why didn't they (enslaved people) rebel at first?
- How did it change the world?
- Does it exist today?
- Who is to blame? Am I to blame?
- How am I affected?

This resource pack and CD ROM should help to answer some of the questions you and your class might have. Where we are unable to provide answers we have provide directions to websites, texts, resources... where further information can be found. Remember: staff at Hackney Museum and from the EMAS team have extensively researched the subject and will be happy to

provide further advice and assistance if required (See page 6 for contact details).

Different challenges face different teachers exploring the subject with different groups of students. Think about the following issues in preparation for teaching about the topic:

- Fear
- Anger
- Subject knowledge
- Providing a safe ethos
- Not to frighten children, esp. KS1
- Identity issues
- Guilt issues
- 'Us and them' is different if Black or White
- What assumptions will be challenged by the children and others?
- Diaspora - common experience of oppression
- EMA Objectives for learning about enslavement are *trying to break shackles*

Existing Teaching Resources

Many excellent (and FREE!!) aids and resources for teaching about enslavement and abolition exist online. Elements of these resources can be used by KS2 teachers but they are mainly targeted at KS3 students. The best examples we have found are:

- www.understandingslavery.com and the **Freedom Pack** both created by the National Maritime Museum, Greenwich. Brilliant power point presentation to introduce the subject to your students.
- www.antislavery.org/breakingthesilence/about.shtml Extensive educational resources about modern slavery created by Anti-Slavery International
- www.setallfree.net a project led by *Churches Together* which has a whole scheme of work attached

Where do I start?

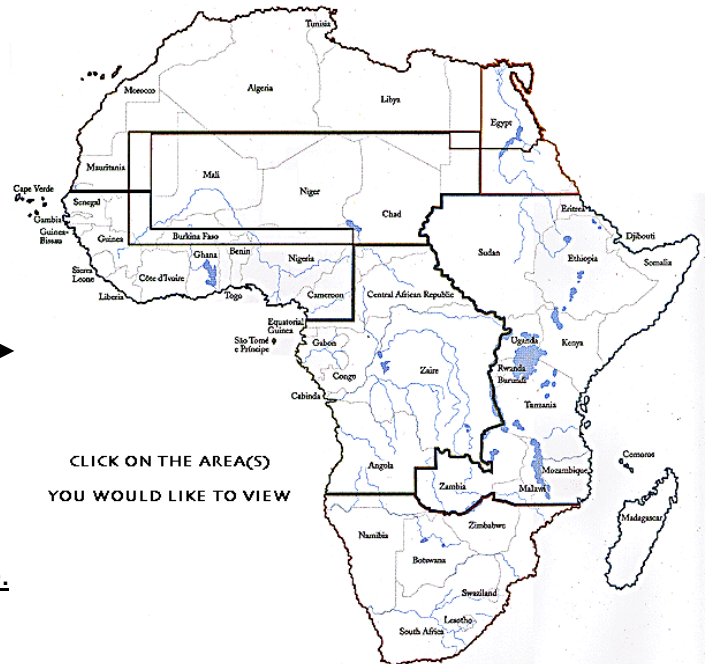
Start with Africa

An important question to consider before teaching about enslavement at either KS2 or KS3 is 'What should we teach about Africa?' The following points provide a context and the **Africa facts** and **Africa facts for grown ups** information cards will give further details about the rich history of this continent:

- African is a continent and not a country
- Africa is culturally and linguistically diverse
- Africa has a long and rich history
- Human beings originated in Africa

Check out the site below where you will find this interactive map of Africa. You can click on different areas of the map and it will take you to a page with facts and information about the area you have clicked on.

<http://artnetweb.com/guggenheim/africa/africamap>.



Start with Britain - What was Britain's involvement in the slave trade?

- Between 1500 and 1850 Britain's involvement in the enslavement and transportation of Africans to the new world was second only to Portugal's.
- The wealth of modern Britain was built on the surplus profits of the transatlantic slave trade.
- Three hundred years of trading in African slaves allowed Britain to become a world economic power and financed the Industrial Revolution. In fact, many high street banks grew out of the transatlantic slave trade.

Start with 2007 - What is the legacy today?

- Elements of British heritage and culture were actually built on the back of slave trade profits. Some stately homes were the glittering rewards of *nouveau riche* plantation 'millionaires'.
- Twenty thousand black slaves, brought to England from the 1640s onwards, have disappeared from the historical records and sometimes even from their families' memories.

Aim: To understand the concept of enslavement through the student's understanding of what it means to be free.

This activity is not definitive and can be adapted or substituted according to your personal approach to teaching about enslavement and your prior knowledge and experience of teaching the subject. ***My Right to Freedom*** is designed to give the students a context for the study of enslavement and abolition and to encourage them to begin to use the correct terminology at an early stage ('enslaved people' rather than 'slaves').

(Sign up to UN's CyberSchoolBus at www.un.org/cyberschoolbus/humanrights/index.asp for access to an interactive child-friendly version of the Universal Declaration of Human Rights)

Activity

What are my rights as a human being?

1. Either as a class or with talk partners spend 5-10 minutes discussing student human rights – **'what rights do you have as a child, as a member of the school, in the home, in the community, in the world?'** (eg. *right to be a vegetarian, right to wear the clothes you wear, right to move with your parents wherever you chose to move, right to education, right to be protected from violence*)

If the students have been working in pairs or groups collect the answers from them and compose a class list entitled **'What are my rights?'**

2. Ask the students which the most important rights are on the class list. Ask them to explain their choices. *Has anyone mentioned **freedom** yet? If not, give them the word now.*

What right do I have to freedom?

3. Either as a class or with talk partners spend 5-10 minutes discussing freedom – pose the question – **What does freedom mean?**

If the students have been working in pairs or groups collect the answers from them and compose a class list entitled **'What is freedom?'**

4. Ask the students for examples of ways in which they express their freedom (*I go to the park with my friends whenever I like, I watch TV, I chose which books I want to read*)

5. Ask the students why freedom is important to them and to their families. If they struggle pose the question – **‘What would your life be like if you did not have the freedom to live your life in this way?’**
6. Either as a class or with talk partners spend 5-10 minutes discussing losing freedom – pose the question – **‘How would you describe someone who has had their freedom taken away from them?’**

If the students have been working in pairs or groups collect the answers from them and compose a class list. *Has anybody mentioned **slavery** or **slave** yet? If not, give them the word now.*

What are slavery / enslavement?

7. Either as a class or with talk partners spend 5-10 minutes discussing slavery – pose the question – **What does slavery mean?**

If the students have been working in pairs or groups collect the answers from them and compose a class list entitled **‘What is slavery?’**

8. Give the students the following definition of slave:
A slave is a person who is owned by another and kept as property
9. Explain that a person who is described as a slave has had their freedom taken away from them. They have not *chosen* to become a slave they have been *forced* to become a slave.

Setting the scene for learning about enslavement

Give a very brief introduction to the subject. Don't go into too much detail yet. Explain to the students that they will have the chance to fill in all the gaps later in their study of the subject (*use the one below or you own*)

In the 1700s (300 years ago) Britain was involved in (something called) the British transatlantic slave trade. During this time millions of African people were kidnapped and stolen from Africa and taken across the Atlantic Ocean to the Americas and the Caribbean Islands. They became slaves. They were sold and sent to work on their new owners' plantations growing sugar cane to sell to people back in Britain. They were not paid for their work and were treated cruelly by their owners. Some slaves fought for their freedom, some escaped and came to England, most slaves died on the ships travelling across the Atlantic Ocean and on the plantations.

Pose the following questions:

- Who do you think became slaves? *Mums, dads, children, teachers... people like you and me. Children were stolen from their families; wives were separated from their husbands.*
- When these people became slaves did they stop being people? Were the slaves still people, human beings like us?

Yes, of course

So...

when we talk about slaves we should say
enslaved people

when we talk about slaves from Africa we should say
enslaved Africans

when we talk about slaves that were children we should say
enslaved children

It is very important to remember that slaves are people, human beings with families and feelings just like us

Use the CD ROM and the Web on your interactive whiteboard to answer the questions the students might have.

- Why did people become slaves? *Show the class the triangular trade interactive*
- How were enslaved Africans moved from Africa to the Caribbean? *Show the class the Brookes Ship interactive*
- What did the enslaved Africans do in the Caribbean? *Show the class the plantations images and the sugar cane interactive*
- How do I find out about my rights? How are my rights protected? *Visit the UN's CyberSchoolBus at www.un.org/cyberschoolbus/humanrights/index.asp - sign up for access to an interactive child-friendly version of the Universal Declaration of Human Rights*

The amount of detail you go into with the CD ROM at this stage is entirely up to you and will depend on how you intend to teach the transatlantic slave trade in more detail.

If you are going to use the jigsaw activity with the class then you could explain to your students that in the next lesson they will have the chance to become history detectives and discover some of these answers for themselves.

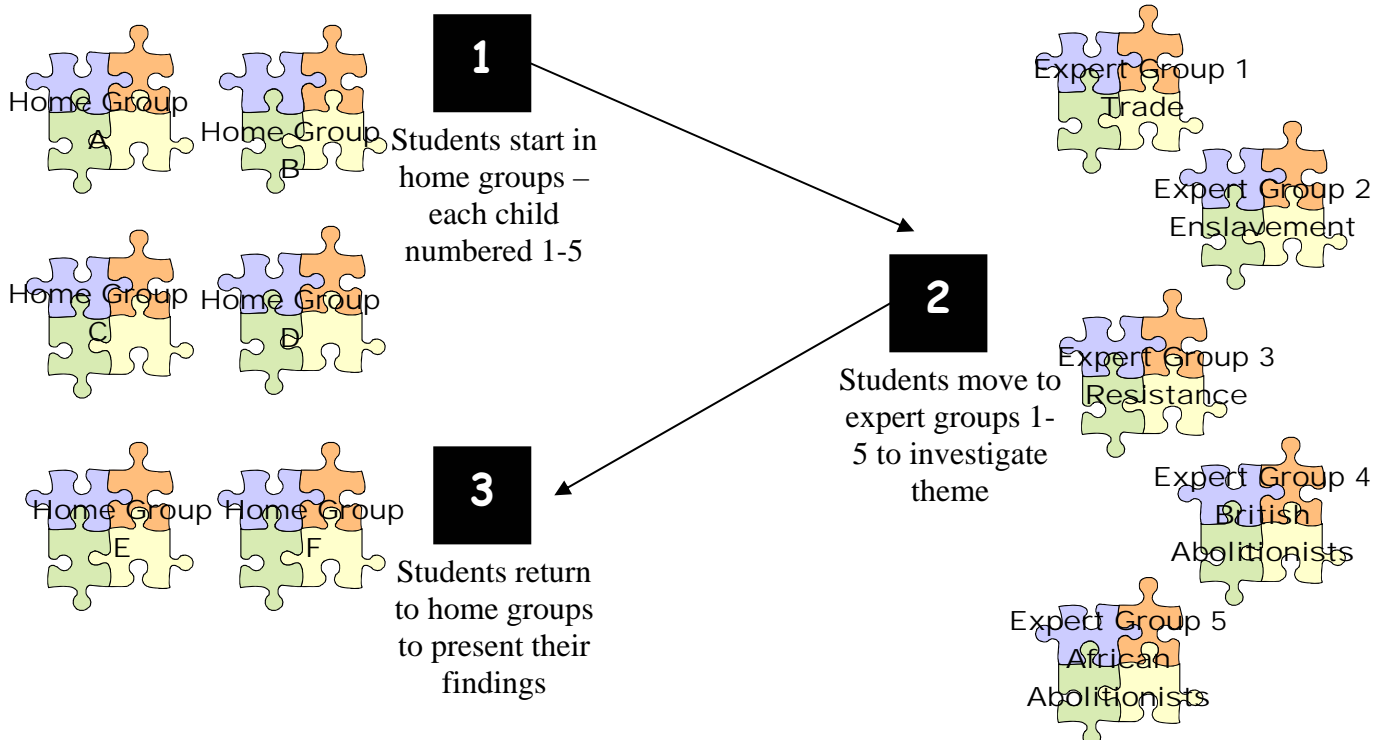
Aim: To explore the journey from enslavement to abolition.

As part of an expert group each child will take ownership of learning about one aspect of the transatlantic slave trade. They will then report back to their home group about the area they have researched and discover how their research fits within a wider context.

Preparation:

- Prepare extra research material - students may need access to this during session; internet, books, CD ROM...
- This is a jigsaw activity so you may want to pre-plan your Home Groups and Expert Groups (*friendship groups, ability groups, mixed ability groups*). For a class of 30 there will be 6 home groups of 5 students and 5 expert groups of 6 students (each child within each Home Group needs to be assigned an Expert Group number 1-5)

Example:



- Organise the character, image and object cards for the each of the different themes: **Trade Enslavement and Oppression**
Resistance British Abolitionists African Abolitionists
(See next page)

Organising Resources

Most of the organisation has been done for you - you just need to put coloured sheets together in piles, on clipboards or in folders.

| | | | |
|-----------------------------------|--|---|---|
| Trade | <ul style="list-style-type: none"> • Triangular Trade • Middle Passage • Sugar | <p>Resources</p> <p>Each theme has colour coded Character Cards and / or Object and Image Cards containing quotes, extracts from letters, extracts from articles, images, diagrams, photographs, and objects.</p> <p>The Trade group has Object and Image Cards only.</p> <p>The Enslavement/ Oppression Resistance British Abolitionists African Abolitionists groups have Character Cards and Object and Image Cards.</p> | <p>Worksheets</p> <p>Each theme has a colour coded Worksheet.</p> <p>The Trade worksheet questions the students on the movement of people and goods across the Atlantic Ocean.</p> <p>The Enslavement/ Oppression Resistance British Abolitionists African Abolitionists worksheets question the students on what they have found out about the characters, their life stories, their feelings towards enslavement, their reactions to enslavement.</p> |
| Enslavement and Oppression | <ul style="list-style-type: none"> • Key Figures • Plantation Life • Instruments of Torture • Identity | | |
| Resistance | <ul style="list-style-type: none"> • Key Figures • Who resisted? • How did they resist? | | |
| British Abolitionists | <ul style="list-style-type: none"> • Key Figures • Am I not a Man and a Brother? • Sugar Boycott | | |
| African Abolitionists | <ul style="list-style-type: none"> • Key Figures • Journey from enslavement to freedom • Sugar Boycott | | |

Delivering the Lesson

- 1 Organise the class into their assigned home groups.

- 2 Give the students their Expert Group Number: 1,2,3,4,5... if the numbers in group are uneven, two students can be set the same Expert Group Number: 1,2,3,4,5,5...
- 3 Organise the students into their Expert Groups. All the number 3s to one area, all the number 4s to another area.
 1. Trade
 2. Enslavement and oppression
 3. Resistance
 4. British Abolitionists
 5. African Abolitionists
- 4 Give each group their themed investigation pack, (character cards, object and image cards, corresponding Worksheet) and a pencil. Each group will undertake an investigation of a different theme, discuss their work and answer the questions on the question sheets. Students need to agree on the main points to report back to their home group.

Individual roles within the group could be assigned; leader/chair, scribe, reporter...
- 5 Students reform into their Home Groups and each individual member reports back on the findings of the expert group in order 1,2,3,4,5... Each home group pieces together the story from trade, through enslavement and oppression to abolition.

Ideas for presenting findings

In Expert Groups **Trade** **Enslavement & Oppression** **Resistance** **British Abolitionists** **African Abolitionists** use themes to create:

- **Enslavement** → **Abolition Timeline** Give each Expert Group a large piece of paper to write their findings. Discuss with the students the crucial information you need on the timeline; dates, people, events. Use the information cards, CD ROM and worksheets as research material for this.
- **Class power point / or Expert Group power points** Many of the images used in the information cards and character cards are available in the **Gallery section** of the CD ROM. Use these, alongside the information cards and worksheets to create a presentation of each groups findings. This could be shown in a school assembly.

The history of enslavement and abolition is filled with inspirational figures, life changing events, moral debates and significant political changes. It is littered with persuasive speakers using big, powerful words and expressions to describe difficult and challenging events and emotions.

In the study of the transatlantic slave trade students will find out about the huge lengths Equiano and Clarkson and others went to to see the trade abolished. They will discover the strength and determination of Toussaint and later, Queen Nanny to resist the French and British soldiers in the Caribbean.

Approaches to Teaching – Using Drama

Dramatisation may seem inappropriate when teaching the history of the transatlantic slave trade but some drama techniques, particularly **status activities, role-play** and **freeze frame** can be used very effectively to develop student's sense of perspective and points of view. These techniques could be used to unpick challenging events and emotional states with your students.

Enabling students to improvise or work with short scripted pieces of dialogue will help them to develop their ability to identify different interpretations of history, and to consider alternative points of view.

Freeze Frames

A freeze frame is a useful tool for enabling close scrutiny of an event or situation. Freeze frames are effective because they do not rely on a script or full story to create. Individual students or groups of students could use them to depict significant moments in the lives of the historical figures they have found out about. Freeze frames could also be used to express the student's thoughts and feelings about the powerful words and expressions they have learnt, or need to learn, in the study of enslavement. The freeze frames could be improvised or briefly planned. Positioning and body shape need to be considered carefully in order to represent ideas and emotions.

Use freeze frame as a starting point for exploring different aspects of enslavement and abolition. If a student finds it difficult to explain the meaning of a word ask them to show you with their body. Initially they may not be able to explain the meaning of the word oppression but they may be able to represent it with their body language. Freeze frame can also be used as an effective

revision tool. Ask the students to stand Say each of the words in turn. The students must explain to you using only their bodies what the word means. This is an effective way of quickly finding out whether the students have actually remembered meanings of words or whether you need to go through the meaning with them again.

Starting points for drama based activities

- As a class, in small groups or individually give the students the following words to express in a freeze frame:

Freedom

Resistance

Emancipation

Abolition

Enslavement

Oppression

Punishment

Torture

Rebellion

- In pairs give the students contrasting roles to express in a freeze frame:

Slave / Master

Oppressed / Oppressor

Enslaved / Free

When in position ask them to describe:

- How the position they have chosen makes them feel.
- How the position they have chosen makes them want to react.

Pairs reverse roles

- How do they feel now?
- How do they want to react now?

Link freeze frame activities to learning about **Adinkra** symbols.

- Choose a word
- Ceate a freeze frame to express the word
- Find an *Adinkra* symbol which matches the word
- Create your own design for an *Adinkra* symbol to represent what the word means and how it makes you feel.

Where does enslavement still exist around the world and what is being done to stop it?

After, or at suitable times during learning about the transatlantic slave trade, the students will need to explore the effects of the trade through their understanding of comparable instances in the present day. These instances may relate to culture, racism, inequality, child labour and people trafficking...

Modern enslavement is not covered in the Abolition 07 exhibition or in this Resource Pack, though some instances are discussed in *Hear My Voice* the film shown at Hackney Museum (call Emma on 020 8356 3500 to discuss obtaining a copy of *Hear My Voice*).

Remember: Although it is important for the students to compare the events and effects of the transatlantic slave trade to instances in the present day, the students must always be reminded that in terms of scale there are few other events in British history that compares with the extent and true horror of the enslavement of African people during this period.

The key difference is that today the trade in human beings is illegal. In the 1700s the trade in human beings was **state sanctioned**. It was allowed to continue because it was legal. For most people, living in Britain at the time, the trade in human beings was accepted as a normal part of everyday life. Remember – the transatlantic slave trade was supported by the Royal Family, banks, the Church of England and Cambridge and Oxford Colleges.

If you do explore modern slavery around the world, your students may ask you what they can do to help abolish it. The organisations listed below have specially designed resources to assist young people and to develop their understanding of some of the complicated issues involved in modern enslavement. These organisations will provide answers to some of the questions they might have and can suggest ways for the students to get involved in campaigns to prevent injustice and to protect children and adult's human rights around the world.

Amnesty International www.amnesty.org

Anti-Slavery International www.antislavery.org

UNICEF www.unicef.org

Stop the Traffik www.stophetraffik.org

'At the end of the eighteenth century, well over three quarters of all people alive were in bondage of one kind or another, not the captivity of striped prison uniforms, but of various systems of slavery or serfdom'.

Adam Hochschild, 2005

'Is not the slave trade entirely at war with the heart of man?'

Olaudah Equiano, 1789

'The whole business of slavery is an evil of the first magnitude, and a most horrible iniquity to traffic with slaves and souls of men; and an evil'

Ottobah Cugoano, 1787



'The slave trade debauches men's minds and hardens them to every feeling of humanity... tortures, murder, and every other imaginable barbarity and iniquity are practised upon the poor slaves with impunity. I hope the slave-trade will be abolished'

Olaudah Equiano, 1789

'The cruellest wickedness and the darkest evils that this earth ever groaned under'



Samuel Wilberforce, 1846

'They (English people in the West Indies) tie up slaves like hogs-moor them up like cattle, and they whip them, so as hogs or cattle, or horses never were flogged'

Mary Prince, 1831