



Dark Heritage Extension Activities

The following is a suggested list of possible (not exhaustive) activities that you could use to develop ideas explored in your workshop further.

There is a range of information available on the Internet to inform your work and should be accessible from using a search engine such as google.

These websites might be a useful starting point:

www.hullwebs.co.uk/content/1-georgians/people/william-wilberforce/slaveship-zong.htm

www.google.co.uk/images?search=for+holds/images+of+slave+ships;

www.google.co.uk?search=for+articles+on+slave+triangle;+transatlantic+slave+trade

MATHS	LITERACY	PSHCE	RE	GEOGRAPHY	HISTORY	SCIENCE	ICT	ART	MUSIC
PoS:1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 3a, 3i, 3j, 3k, 4a, 4b, 4c	PoS:1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c, 4d, 8b, 8c, 9c, 10a, 10b, 10c, 11a, 11c	1a, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 2j, 3b, 4a, 4b, 4d, 4e, 4f, 5g	PoS:1a, 1b, 1d, 1f, 1h, 2a, 2b, 2c, 2d, 3c 3d, 3e 3l, 3m, 3n	PoS:1a, 1c 1d, 2a, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4b, 6b	PoS:1a, 1b, 2a, 2b, 2c, 2d, 3, 4a, 4b, 5a, 5b, 5c, 6, 8a, 10, 11, 13		PoS:1a, 1b, 1c, 2a, 2b, 3a, 3b, 4a, 4b, 4c, 5a, 5b, 5c	PoS:1a, 1b, 1c, 2a, 2b, 2c, 3a, 4a, 4b, 4c, 5a, 5b, 5c, 5d	PoS:1a, 1b, 1c, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e
1) Problem-solving:	1) Diary entries:	1) Disability:	1) Moral issues:	1) Ask geographical questions:	1) Drama:	1: Light and Sound:	1) Research	1) Collage:	1) Composition
How much was a slave worth? How did the ship owners ensure they made the most money? (link to research in slave holds)	Imagine you were a slave aboard the slave ship Zong and you had the luxury of recording your thoughts/account of what happened; how might yours be different from a crew member? Write diary entries from different viewpoints and compare;	Look at the issues surrounding disability – if the slaves went blind, they couldn't be sold as slaves as they couldn't work; can a person with a disability work today?	Consider morality and Christianity; Look at the impact or issues around the slave trade and Christianity;	Find out about what it might have been like to live in Africa, Caribbean or the UK at the time of the slave trade;	Use drama techniques to find out more about people in the slave trade, e.g. hot seating	How does sound travel? How can sounds be distorted? Can you use sounds as representations?	Use ICT to research the slavery - focus on search engines and how to get meaningful search results;	Make a collage that represents how different people within the slave trade might have felt - scared, powerful, poor, confused etc	Create new music using sounds representing ships at sea, such as waves, seagulls, creaking wood etc. Allocate a sound per person in the class and use students to conduct the group and decide on how to combine the sounds and adjust the overall volume of the piece.
2) Capacity:	2) Journalistic reports:	2) Drama:	2) Other religious beliefs and practices:	2) Compare and contrast localities	2) Research:	2) Life processes and living things:	2) Internet issues:	2) Painting:	2) Music from a geographical area
How many people could fit inside the hold of the ship? (look at images of slave ship holds found on the Internet)	Imagine you were aboard a slave ship – write an article on daily life or a featured article on slavery or a real or imagined event; how might these reports differ according to viewpoint?	Prepare an inspection of a slave ship – who would be on the team? What would they be searching for? What do they know already? What might they expect to find? Who would they report to? Why?	Find out about the religious beliefs of the people taken from Africa to become slaves.	Find out about trade and impact on communities; express their views about the different people, places and environments;	Use ICT and other secondary sources to find out about the past;	What is Ophthalmia? What effect would being in darkness have on the eyes? What other diseases were prevalent in slave ships?	Evaluate webpages - how well do they represent the issue of slavery? What kind of language is used?	Images or scenes from a slave ship	Listen to recordings of traditional music from each of the three geographical points of the slave triangle. Improvise new versions for each area and sequence them to make a new class composition.
3) Problem-solving:	3) Arguments:	3) Role Play:		3) Develop geographical skills:	3) Examining historical evidence:		3) Multimedia presentations:	3) Sketches:	3) Listening skills
Insurance claims – if 1/3 of the slaves died due to illness, or went blind, how much money would be lost? Left?	Write a for and against argument on the slave trade;	Enact a court case drama surrounding the insurance claims of the Slave Ship Zong		Use maps to find the routes along the slave triangle;	What images or writings can you find that tell us about the slave trade? Who's perspective are they in?		Use multi-media presentation software to create and present;	Sketches of life inside/aboard a slave ship;	Listen to recorded music of the sea created by different composers representing different eras and styles of composition. Discuss which pieces make use of sounds to represent emotions/colours.
4) Accumulation	4) Adverts:	4) Debating:		4) Design	4) Chronology:		4) Spreadsheets	4) Poster design	4) Music for special occasions
How much money did the ship owners stand to make at each stage of the slave triangle?	Design a poster advertising for crew members aboard a slave ship;	Prepare a for and against argument for throwing slaves overboard, or bringing up the pregnant woman who was chained to a dead slave;		Design a map to navigate route along the slave triangle;	Create a chronological timeline of key events that happened during the slave trade; consider the impact of the slave trade on local/global communities; look at change over time;		Create spreadsheets or accounts for a slave ship; use formulae to work out calculations; Discuss how use of ICT makes things easier than life in the past;	Make posters representing different roles in the slave trade, e.g. WANTED: the return of a runaway slave, Be A Sailor etc.	Create music for the funeral of a slave.
	5) Word study:	5) Writing letters of complaint:		5) Use geographical and historical sources:			5) Desktop publishing:	5) Puppet making:	5) Performance
	Design a wordsearch or crossword puzzle	Using Edward Rushton's letters to George Washington and Thomas Payne as a starting point, write a letter of complaint about the slave trade to slave owners.		Find out about how the localities of the slave triangle were linked;			Use software to create posters/ adverts for crew members	Design and make puppets for a theatrical production about the slave trade	Work with each child to create a thirty second solo based on running away, and perform them one after the other during assembly.
	6) Drama:	6) Health:		6) Trading:				6) Mask making:	6) Musical Instruments
	Character interrogation, role play	Investigate the treatment of slaves – did all ship owners treat the slaves similarly? What effects did the conditions have on their health?		Find out about what objects were imported/exported in the slave triangle;				Look at African masks and representations;	Investigate musical instruments that might have been played by enslaved Africans, sailors and merchants.
	7) Language Study:	7) Identity:						7) Design a board game:	
	Explore how dialects in the Caribbean evolved;	What is an identity? What does it mean to be taken from everything you know? How would you feel not knowing where you were going? Are names/identities/cultures etc. important?						Devise a game based on the slave triangle	