

## Lesson sequence

<b>Overall enquiry question</b>	<b>How proud can Britain be of the Royal Navy's efforts to end the Atlantic Slave Trade in the 19<sup>th</sup> Century?</b>	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Interpreting primary sources of evidence (from TNA)</li> <li>• Learning about methods used by the Royal Navy to suppress Atlantic Slave Trade in 19<sup>th</sup> Century</li> <li>• Forming and testing hypotheses</li> <li>• Comparing contemporary and hindsight perspectives on historical events</li> <li>• Make judgments taking the historic context into account</li> </ul>	
<b>Year group</b>	<b>Year 9/13-14 years old; possibly Year 12/16-17</b>	
<b>Lessons</b>	<i>2 Lessons lasting 75 minutes and a homework assignment or 3 lessons of 75 minutes each</i>	
<b>Resources</b>	<b>File name</b>  Source 1: ADM 1/1682, Cap C 8  Source 2: ADM 1-1-f 260  Source 3: ADM 123-121-f154  Source 4: FO93-6-5 ff8a	<b>Description of resource</b>  Letter from Commodore W Collier, captain of the Sybille to the Admiralty reporting the capture of the Henriqueta, with 569 slaves. States that the Henriqueta has landed 3360 slaves at Bahia in the last two years. Date: 12 December 1827  List of slave vessels boarded by "Black Joke" between 4 <sup>th</sup> October and 10 <sup>th</sup> November 1830  Map showing villages burnt in expedition against pirates on River Congo in August and September 1875 [drawn by Lieutenant A.C. Middlemass, HMS Active] – September 1875  Treaty made between British and King Anizanza to stop involvement in slave trade – 19 <sup>th</sup>

	<p>Source 5: ADM 123-121-f127</p> <p>Resource Sheet 1 –A Resource Sheet 1 –B Resource Sheet 2 Worksheet 1 Worksheet 2 Worksheet 3</p>	<p>April 1876 Account of Royal Marines carrying out punitive expedition (as above) – 3<sup>rd</sup> September 1875</p> <p>Fact and Opinions information sheet Fact and Opinions information sheet Context Strengths and Weaknesses [Data Collection Instrument] How Proud? [Scales of Judgment Data Collection Instrument] Guidance and Planning Sheet for Assignment</p>
<p><b>Author</b></p>	<p><b>Printed Sources:</b></p> <p>J. R. Hill (ed), The Oxford Illustrated History of the Royal Navy – Roger Morris: ‘Endeavour, Discovery and Idealism, 1760-1895’ H.S. Klein, The Atlantic Slave Trade, Chapter 8 ‘The End of Slave Trade’ L.A. Lindsay, Captives as Commodities: The Transatlantic Slave Trade K. Morgan, Slavery and The British Empire, Chapter 8 and Epilogue A. Porter (Ed), The Oxford History of the British Empire: the 19<sup>th</sup> Century; Chapter 10, A. Porter, Trusteeship, Anti-Slavery and Humanitarianism M. Sherwood, After Abolition: Britain and Slave Trade Since 1807 H. Thomas, The Slave Trade: The History of the Atlantic Slave Trade, 1440-1870; Book 6 ‘The Illegal Era’ J. Walvin, A short History of Slavery, chapter 11</p> <p><b>Websites:</b></p> <p><a href="http://slavevoyages.org/tast/index.faces;jsessionid=86F52769AE6D8097A1CA32E645C77F6C">http://slavevoyages.org/tast/index.faces;jsessionid=86F52769AE6D8097A1CA32E645C77F6C</a>  <a href="http://www.bbc.co.uk/history/british/abolition/royal_navy_article_01.shtml">http://www.bbc.co.uk/history/british/abolition/royal_navy_article_01.shtml</a>  <a href="http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/boredom-boat-service-and-the-black/">http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/boredom-boat-service-and-the-black/</a>  <a href="http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/the-most-disagreeable-service/">http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/the-most-disagreeable-service/</a>  <a href="http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/burning-the-barracoons/">http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/burning-the-barracoons/</a>  <a href="http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/the-pen-is-mightier/">http://www.royalnavy.mod.uk/history/battles/royal-navy-and-the-slave-trade/the-pen-is-mightier/</a>  <a href="http://royal-navy.org/lib/index.php?title=C1871_-_1880">http://royal-navy.org/lib/index.php?title=C1871 - 1880</a>  <a href="http://www.ask.com/wiki/HMS_Black_Joke_%281827%29">http://www.ask.com/wiki/HMS_Black_Joke_%281827%29</a>  <a href="http://civilliberty.about.com/od/drugpolicy/tp/War-on-Drugs-History-Timeline.htm">http://civilliberty.about.com/od/drugpolicy/tp/War-on-Drugs-History-Timeline.htm</a>  <a href="http://www.thinkinghistory.co.uk/ActivityModel/ActModWashingLine.html">http://www.thinkinghistory.co.uk/ActivityModel/ActModWashingLine.html</a></p>	



## Lesson one

<b>Lesson enquiry question</b>	<b>How proud can Britain be of the Royal Navy's efforts to end the Atlantic Slave Trade in the 19<sup>th</sup> Century? Focusing on the West Africa Squadron</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Learning about methods used by Royal Navy to suppress Atlantic Slave Trade in 19<sup>th</sup> Century with special focus on the West Africa Squadron</li> <li>• To interpret primary sources of evidence (from TNA)</li> <li>• Formulating reasons to be proud, or not proud, of British naval action to suppress the slave trade</li> </ul>
<b>Resources</b>	<p><b>Documents from TNA:</b></p> <p><b>Source 1</b> - ADM 1/1682, Cap C 8 - Letter from Commodore W Collier, captain of the Sybille Date: 12 December 1827</p> <p><b>Source 2</b> - List of slave vessels boarded by "Black Joke" between 4<sup>th</sup> October and 10<sup>th</sup> November 1830</p> <p>Power Point Map of Atlantic basin Context</p>

Time	Activity	Differentiation	Technology	Resources
<b>10 mins [10]</b>	<p style="text-align: center;">Introduction</p> <p>Using the graph of slaves carried across the Atlantic  <a href="http://slavevoyages.org/tast/database/search.faces">[http://slavevoyages.org/tast/database/search.faces]</a>            , invite guesses as to when Abolition happened.</p> <p>Using the same graph with 1807/Abolition of the Slave trade clearly marked on, it can be demonstrated the Atlantic Slave Trade continued on a massive scale long into the 19<sup>th</sup> Century</p>		Internet: Slave Voyages	<p>Hard copy of documents</p> <p>Ppt. – Slide 3 and 4: Graph of slave trade 1514-1866</p>

	Introduce enquiry question and lesson objectives.			
<b>20 mins [30]</b>	<p>Starter activity</p> <p>Discussion as preparation for activity: Besides slaves, what might be an historical and contemporary example? How do governments go about stamping out illegal trades: (Drugs) – the web link provided gives a useful summary of government measures</p> <p>Group (pairs) problem solving activity – using map of Atlantic basin, plan how and where Britain might take action to suppress the slave trade.</p> <p>Get pairs to swap findings and peer review each others' findings.</p> <p>Discuss as whole class; compare class' findings with the actual methods used [slide 8]</p>	<p>Higher tier – no prompts</p> <p>Lower tier – give indication of geographical points of action - west coast of Africa</p>	<p><a href="http://civilliberty.about.com/od/drugpolicy/tp/War-on-Drugs-History-Timeline.htm">http://civilliberty.about.com/od/drugpolicy/tp/War-on-Drugs-History-Timeline.htm</a></p> <p>Ppt image of map Versions 1 [slide 6] and 2 [slide 7] and Map showing the various methods and where they were enforced [slide 8]</p>	
<b>25 Mins [55]</b>	<p>Introduction to West African Squadron using Ppt. and Source 1 and Source 2</p> <p>Trace history of Henriqueta, a slaver captured and converted into the HMS 'Black Joke'.</p> <p>Focus on Source 2 – log of vessels boarded by HMS Black Joke – questions set (Ppt/slide 8) to interrogate the source. Students can work on these questions in pairs, highlighting or writing answers onto the document itself</p>	<p>Higher tier students may finish questions early and can work on transcribing task</p>	<p>Ppt image of documents (sources 1 and 2) and questions on slide 8</p>	
<b>15 Mins [70]</b>	<p>Group (pairs) analyse strengths and weaknesses of West Africa Squadron using Resource Sheet 1 - 'Fact and Opinions' recording findings on DCI (data Collection Instrument – Worksheet 1)</p>	<p>Higher tier – use more complex Resource</p>	<p>Ppt image [slide 13]</p>	<p>DCI (data Collection Instrument – Worksheet 1)</p>

		Sheet 1 - 'facts and opinions' prompt sheet ('A'); Lower tier - use simplified version ('B')		+ Resource Sheet 1 'Facts and Opinions' prompt sheet: versions 'A' and 'B'
<b>5 Mins</b>	Plenary Provisional whole class discussion of what Britain can and cannot be proud of in this story			

## Lesson two

<b>Lesson enquiry question</b>	<b>How proud can Britain be of the Royal Navy's efforts to end the Atlantic Slave Trade in the 19<sup>th</sup> Century? Focusing on military expeditions on West African coast</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To interpret primary sources of evidence (from TNA)</li> <li>• Form hypotheses based on sources</li> <li>• Make judgments taking the historic context into account</li> </ul>
<b>Resources</b>	<p>Source 3 - ADM 123-121-f154 – Map showing villages burnt in expedition against pirates on River Congo in August and September 1875 [drawn by Lieutenant A.C. Middlemass, HMS Active]</p> <p>Source 4 - ADM 123-121-f127 – Account of Royal Marines carrying out punitive expedition (as above)</p> <p>Source 5 - FO93-6-5 ff8a – Treaty made between British and King Anizanza to stop involvement in slave trade Ppt.</p> <p>Map of Africa/Congo River c. 1875</p> <p>Photographs of modern military intervention – e.g. Afghanistan</p> <p>Resource Sheet 2</p> <p>Worksheet 2</p>

Time	Activity	Differentiation	Technology	Resources
<b>15 mins [15]</b>	<p>Starter Activity</p> <p>Present Map (Source 3) showing villages burnt in expedition against pirates on River Congo in August and September 1875 [drawn by Lieutenant A.C. Middlemass, HMS Active].</p> <p>The geographical position of the Congo could be shown with an internet/'Google' link</p> <p><i>At this stage don't give anything away as to the real purpose of the mission</i></p>	<p>Lower tier – teacher intervention to draw attention to relevant features</p>	<p>PPT: Slides 14-19</p>	<p>PPT Map [Source 3]</p>

	<p>[Slide 17] Invite students to guess what the numbers might represent.</p> <p>Other questions put:  How might they have got from 9 to 10 to 15  What other features on the map do you need explained?  Does this information confirm or weaken your original guess?</p> <p>Use slide 18 to annotate features on map and slide 19 to summarise the various features</p>			
<b>5 mins [20]</b>	<p>Present Treaty document (source 4) between Britain and King Anizanza: invite explanations of link between this and previous document.</p>		PpT – slide 20	Document – source 4
<b>20 Mins [40]</b>	<p>Source 5 and follow-up discussion</p> <p>Present Account of Royal Marines (Source 5) carrying out punitive expedition; Slide 21 sets questions for students to speculate on, including why British marines might be destroying African villages.</p> <p>Discussion: Invite opinions about the ethics of this operation- was it right to destroy villages? What were the consequences (linking to treaty signed in Source 4); at this point, historic and contemporary comparisons could be made, such as US ‘search and destroy’ missions in Vietnam and/or US/British actions in Modern day Afghanistan</p> <p>Internet access - <a href="http://royal-navy.org/lib/index.php?title=C1871_-_1880">http://royal-navy.org/lib/index.php?title=C1871_-_1880</a> can show the raids were not an isolated incident.</p>		<p>PpT.- slide 21 and 22</p> <p>Internet access</p>	Document - Source 5
<b>25 Mins [65]</b>	<p>Reviewing how proud can Britain be of the Royal Navy’s efforts to end the Atlantic Slave Trade in the 19<sup>th</sup> Century?</p> <p>Teacher leads an introduction guiding students’ thinking regarding what items in the might/ might not warrant Britain to</p>	<p>Higher tier – review work of both Squadron and Marines</p> <p>Lower tier – review work of Squadron or</p>	PpT.-slide 24	Resource Sheet 2



	<p>be 'proud' of</p> <p>Once the concept and exercise has been effectively established, students can work in pairs to identify these items and note them on the 'How Proud' 'scales of judgment' worksheet [2]; Resource Sheet 2 offers some contextual material to help.</p> <p>Students reach a final verdict; a sliding scale/'washing line'/continuum of response can be provided to aid the formulation of a final verdict – from "totally proud" to "totally ashamed"</p>	<p>Marines; provide a checklist of items to aid the process</p>		<p>Worksheet 2 – 'How Proud' 'Scales of judgment' pro-forma</p>
<p><b>10 mins [75]</b></p>	<p>Plenary: 'Washing Line' or 'continuum' activity A representative of each pair moves to a position in the classroom representing the continuum; use slide 24 as a guide as to where to stand. Teacher leads the discussion to review positions taken up. Ask students to justify their position/judgment; other students, not involved in the 'washing line', can be invited to comment on answers given</p> <p><a href="http://www.thinkinghistory.co.uk/ActivityModel/ActModWashingLine.html">http://www.thinkinghistory.co.uk/ActivityModel/ActModWashingLine.html</a></p>		<p>Ppt.- slide 24</p>	

### Lesson three or Homework activity

<b>Lesson enquiry question</b>	<b>How proud can Britain be of the Royal Navy's efforts to end the Atlantic Slave Trade in the 19<sup>th</sup> Century?</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Use ICT to communicate understanding of topic and judgments arrived at</li> <li>• AfL/peer assessment</li> </ul>
<b>Resources</b>	Worksheet 3 ICT facilities Movie maker soft ware or Power Point

<b>Time</b>	<b>Activity</b>	<b>Differentiation</b>	<b>Technology</b>	<b>Resources</b>
<b>10 mins</b>	Planning of presentation, using 2 x 6 frame template	Higher Tier – base movie maker presentation on whole of Royal Navy role in suppression of Slave Trade  Lower Tier – choose one theme: Squadron patrols or Congo Raids		Worksheet 3 – planning template
<b>Rest of lesson</b>	Creating Movie maker/Power Point Presentation	As above	ICT Movie maker software or Power Point	
	Final presentations placed on School's VLE or intranet  These presentations can be subsequently teacher and/or peer assessed		VLE or Intranet	Student Presentations