

### Lesson sequence

<b>Overall enquiry question</b>	<b>“lick and Lock up done wid” When did plantation workers in Barbados truly become free?</b>	
<b>Learning objectives</b>	<p>To use original sources to investigate the key features of a past society</p> <p>To develop an understanding of the nature of change</p> <p>To develop understanding of the causes and consequences of key events</p>	
<b>Year group</b>	<b>8</b>	
<b>Lessons</b>	<i>2 x 1 hour lessons</i>	
<b>Resources</b>	<p><b>File name</b></p> <p>Lesson1</p> <p>Lesson 2</p> <p>Assignment explanation</p> <p>“A Proclamation”</p> <p>Message from Lionel Smith</p> <p>Response to Lionel Smith</p>	<p><b>Description of resource</b></p> <p>PPT with contextual information, photographs of documents and lesson activities</p> <p>PPT with contextual information and lesson activities</p> <p>PPT with contextual information, hyperlink to BBC classclips and assignment instructions</p> <p>Document co28-113 – photograph and transcript</p> <p>Document co28-114/7 – photograph and transcript</p> <p>Document co28-114 – photograph and transcript</p>

<b>Resources (continued)</b>	Despatches 1 Despatches 2  New York Times Report  Interactive timeline Barbados  Wanaka_Museum template  Success Criteria  Living graph	Extracts from Document co321/9 and transcripts  New York Times report on the Confederation Riots  Timeline and description of key events in Barbados  Museum template for designing gallery display  Description of activity – design museum/ textbook pages with success criteria  Living graph to complete showing freedom of plantation workers!
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## Lesson one

<b>Lesson enquiry question</b>	<b>When was the song “lick an Lock up done wid” sung?</b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• to describe the apprenticeship system and its impact on plantation workers in Barbados.</li> <li>• to use original documents to reach conclusions.</li> </ul>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1) Lesson PPT</li> <li>2) “A Proclamation” Document</li> <li>3) Message from Lionel Smith – document and transcript</li> <li>4) reply to Lionel Smith – Document and transcript</li> </ol>

Time	Activity	Differentiation	Technology	Resources
<b>10</b>	<ul style="list-style-type: none"> <li>• Study the folk song ‘lick an lock up done wid’ – ask students to consider what it is about and when it was sung.</li> <li>• explain the origins of the song – and that it was sung in 1838 after the abolition of the Apprenticeship system – ask for guesses about what the apprenticeship system was, how it might work, etc.</li> </ul>		IWB	<ul style="list-style-type: none"> <li>• folk song – on ppt (or printed out)</li> </ul>
<b>15</b>	<ul style="list-style-type: none"> <li>• In pairs, read the document ‘A Proclamation’ – which explains the Apprenticeship system</li> <li>• create a list of advantages and disadvantages of this system for the Apprentices and for the slave owners</li> <li>• feedback</li> </ul>	<ul style="list-style-type: none"> <li>• groupings</li> </ul>	IWB	<ul style="list-style-type: none"> <li>• copy of document, glossary</li> </ul>

15	<ul style="list-style-type: none"> <li>study the document – ‘message from the Governor of Barbados’</li> <li>identify the consequences of the Apprenticeship system shown in this document – imagine what former slaves ‘Twitter’ updates might have been!</li> <li>predict what the response to this letter will be</li> </ul>	<ul style="list-style-type: none"> <li>groupings</li> <li>class discussion</li> <li>G &amp; T – debate over who should take responsibility</li> </ul>	IWB	<ul style="list-style-type: none"> <li>Copy of document, glossary</li> </ul>
10	<ul style="list-style-type: none"> <li>study the document – the response from the House of Assembly to the Governor of Barbados</li> <li>try to transcribe part of the document</li> <li>read the transcription – discuss the response – who was to blame? What is the House of Assembly’s attitude to the problem?</li> <li>complete the first part of the ‘living graph’ to show how free plantation workers were by 1838.</li> </ul>		IWB	<ul style="list-style-type: none"> <li>Copy of document, transcription and glossary</li> <li>Living graph</li> </ul>
10	<ul style="list-style-type: none"> <li>Write a letter to a website which has captioned the song “lick an lock up done wid” as 1834 not 1838 – point out the error and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>sentence starters</li> </ul>	IWB	

## Lesson two

<b>Lesson enquiry question</b>	<b><u>What caused the Confederation Riots in 1876?</u></b>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• to create a narrative from original documents</li> <li>• to use evidence to research the causes of the Confederation Riots</li> <li>• to prioritise the causes</li> </ul>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1) Lesson PPT</li> <li>2) National Archives Documents and Transcripts: Despatches from Barbados</li> <li>3) New York Times report on the Confederation riots</li> </ol>

Time	Activity	Differentiation	Technology	Resources
10	<ul style="list-style-type: none"> <li>• re-cap the apprenticeship system and its consequences</li> <li>• brief description of the proposal to confederate Barbados and the Windward Islands, and how this is considered the trigger of riots in Barbados</li> </ul>		IWB	PPT
25	<ul style="list-style-type: none"> <li>• Divide into 6 groups – there are 3 different documents relating to the causes of the Confederation riots. In groups, study the documents, then portray the contents to the rest of the class through role play/ dramatisation</li> </ul>	<ul style="list-style-type: none"> <li>• groupings</li> </ul>		Documents – despatches from Barbados and New York times article

	(this will mean that each document will be portrayed by 2 groups, which could also lead onto a discussion of the different ways groups interpreted the source)			
10	<ul style="list-style-type: none"> <li>Summarise the causes of the riots</li> <li>put the causes in order of importance</li> </ul>		IWB	
15	<ul style="list-style-type: none"> <li>discussion – how free were plantation workers by 1876?</li> <li>complete second part of living graph – use the interactive timeline for more information</li> </ul>		IWB	Living graph timeline

### Lesson three/ Assignment

<b>Lesson enquiry question</b>	<u>When did Plantation Workers in Barbados truly become free?</u>
<b>Learning objectives</b>	To explain how, when and if the problems faced by plantation workers were solved. To use evidence to produce a textbook page/ museum gallery design
<b>Resources</b>	<ol style="list-style-type: none"> <li>Lesson PPT</li> <li>BBC Class Clips</li> <li>previous lesson notes</li> <li>Wanaka Museum PPT</li> </ol>

Time	Activity	Differentiation	Technology	Resources
			<ul style="list-style-type: none"> <li data-bbox="1066 289 1163 313">• IWB</li> </ul>	<a href="http://www.bbc.co.uk/learningzone/clips/9771.flv">http://www.bbc.co.uk/learningzone/clips/9771.flv</a>
	<ul style="list-style-type: none"> <li data-bbox="296 430 659 722">• explain the task – to create either a textbook page or a museum gallery to tell the story of ‘what happened next’ – students can use the interactive timeline, previous lesson notes and the documents</li> <li data-bbox="296 760 659 906">• (possibly look at how different textbooks currently end their chapters on slavery)</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="737 430 947 454">• by outcome (!)</li> <li data-bbox="737 492 974 597">• partial design of gallery/ textbook pages</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1066 430 1587 527">• ideally, computers, so that students can produce their galleries / textbook pages in PPT/ Publisher</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1682 430 1923 487">• Wanaka museum PPT</li> <li data-bbox="1682 524 1944 589">• interactive timeline PPT</li> <li data-bbox="1682 626 1850 651">• Lesson PPT</li> <li data-bbox="1682 688 1955 753">• previous lesson notes on documents</li> <li data-bbox="1682 790 1913 855">• Success criteria – word document</li> </ul>