

Ian Marshall Slave Rebellions
Lesson sequence working doc

Overall enquiry question	What does a slave rebellion look like? Challenging assumptions about slave rebellions – in particular the slave rebellion of in 1816.	
Learning objectives	<p>To show pupils that slave rebellions were a complex mixture of factors that motivated slaves' actions. To examine the nature, causes and consequences of slave rebellions.</p> <p>The teacher role is to ensure that the students gain a clear picture of the rebellion through tasks and discussion and to use help the students challenge their own assumptions about why slaves rebelled.</p>	
Year group	Yr 8	
Lessons	<p><i>This module is to consist of 2 lessons plus some homework tasks and research.</i></p> <p><i>1 The idea of what is a slave and what it was they did to resist slavery</i> <i>2 The narrative of the Barbados rebellion with the causes and outcomes of the rebellion.</i> <i>3 Home/research tasks</i></p> <p><i>The lessons should last approx 1 hour</i></p>	
Resources	<p>File name</p> <p>Lesson 1</p> <p>http://www.flickr.com/photos/52115725@N03/4945746040/ Catalogue Reference: CO 28/63</p> <p>co700_barbados_9a_001.jpg co700_barbados_9a_002.jpg co700_barbados_9a_003.jpg co700_barbados_9a_004.jpg</p> <p>Original sources are referenced on the slides for material about Barbados and slave resistance on the power points given below.</p> <p>Lesson 2</p> <p>http://www.nationalarchives.gov.uk/education/lessons/lesson52.htm</p> <p>Narrative text taken from Government websites</p>	<p>Description of resource</p> <p>Description of the slave owners fears about the influenc slaves in Barbados</p> <p>Maps of Barbados in 1816 to show sugar plantations and fortifications on the south coast.</p> <p>Lessons and sources on Barbados including a good ma</p>

	<p>http://en.wikipedia.org/wiki/Bussa</p> <p>http://www.nationalarchives.gov.uk/education/lesson52.htm</p> <p>http://www.learningcurve.gov.uk/images/bussa/bussa.pdf</p> <p>http://abolition.e2bn.org/resistance.html</p>	<p>Government websites on the Bussa rebellion</p> <p>Excellent website about all aspects of slavery and the re slavery</p>
<p>Author</p>	<p>and books Inhuman bondage by David Brion Davis</p> <p>The Atlas of Slavery by James Walvin</p> <p>A Short History of Slavery by James Walvin</p> <p>The Great Abolition Sham by Michael Jordan</p>	

Lesson one

Lesson enquiry question	What happened in Barbados in 1816? The build up to the rebellion – the worries and fears of slaves and slave owners.
Learning objectives	To examine the background of the 1816 Barbados rebellion To look at the various ways slaves could rebel To understand different groups feelings about slavery and how it was controlled
Resources	http://gallery.nen.gov.uk/audio75641-abolition.html co700_barbados_9a_001.jpg co700_barbados_9a_002.jpg co700_barbados_9a_003.jpg co700_barbados_9a_004.jpg http://www.learningcurve.gov.uk/images/bussa/bussa.pdf Power point on the fears of slave owners Power point on the methods of slave resistance All original sources used referenced on the slide

Time	Activity	Differentiation	Technology	Resources
5 mins	Use Ppt “ What is a slave?” to introduce students to the concept and reality of being a slave	Through discussion work	Ppt and white board/screen	Ppt What is a slave?
10 mins	http://gallery.nen.gov.uk/audio75641-abolition.html Use the above link to show students the kind of treatment that slaves could expect on a West Indian sugar plantation. Follow this up with discussion about what students think the worst aspects of slavery are, and whether a slave at the time would hold the same views.	Through audio and discussion work arising from the ppt. The site contains a range of clips and students can explore the issue further if they are interested.	Computer and web link to audio	Web link http://gallery.nen.gov.uk/audio75641-abolition.html There are also other audio clips about ot aspects of slaves’ treatment on this site
10 mins	Discuss, what could the slaves do about their treatment? What would the pupils do, would they be violent or non-violent? Use task in Lesson 1 PPT 2 slide 2.	Through audio and discussion work arising from the	Computer and web link to audio	Ppt on how slaves resist with some origi sources to show how slaves resisted: ▪ CO 28/63, ff 76-77

	<p>Follow up and see how many students thought of 'answers' on slides 3-4, and also what other options they thought of.</p> <p>What do sources on slides 5-6 suggest about whether slave resistance was widespread?</p> <p>Complete task on slide 7.</p>	<p>ppt.</p> <p>The site contains a range of clips and students can explore the issue further if they are interested.</p>		<ul style="list-style-type: none"> CO 28/63, ff 88-89 <p>(Students could also access full versions of these sources to provide greater challenge)</p>
20 mins	<p>What were the slave owners scared of?</p> <p>Based on Lesson 1 PPT3 slides 2-4, how worried do you think the slave owners were in Barbados? Answer on a scale of 1-5 and be able to explain your answer.</p> <p>Your judgement is based on just a couple of sources. Now study these sources and see if they strengthen your view or weaken it.</p> <p>co700_barbados_9a_001.jpg co700_barbados_9a_002.jpg co700_barbados_9a_003.jpg co700_barbados_9a_004.jpg</p> <p>(The pupils should be asked to spot the fortifications and be asked what they think they are for, in this case to protect trade and to keep control of the island eg the slaves. The presence of forts suggests the permanent presence of troops who could be used to quell rebellions).</p> <p>Use PPT3 slides 5-6. Do these measures prove that the masters were in control or that they were scared that they were losing control? Take a class vote.</p>	<p>Through picture and map work</p> <p>Ppts for information and discussion</p> <p>Summative work – letter writing for empathy</p>	Web links	<p>Weblinks</p> <p>co700_barbados_9a_001.jpg co700_barbados_9a_002.jpg co700_barbados_9a_003.jpg co700_barbados_9a_004.jpg</p> <p>http://www.learningcurve.gov.uk/images/a/bussa.pdf is a link to a full map of Barbados.</p> <p>Lesson 1 PPT3 on the fears of slave owners and punishment and laws to control slaves</p>
5 mins	<p>Plenary. Questions to consider</p> <p>What was it the slave owners were MOST scared of ?</p> <p>How did they cope with this?</p> <p>Was this likely to make the slaves peaceful or not?</p>	Teacher and pupil discussion	Prior work	

Lesson two

Lesson enquiry question	What happened in Barbados in 1816?
Learning objectives	To find out the facts about the rebellion in 1816 To look at the differing attitudes of slaves and slave owners To consider how the rebellion was dealt with
Resources	

Time	Activity	Differentiation	Technology	Resources
5 mins	Starter. What do you think this quote means “You can kill a man but you can’t kill an idea” How does it apply to slavery?	Discussion work	White board	
15 mins	Recap previous lesson: Prepare and either write or present a report from the Governor expressing concerns and worries about the slaves and what they could do to resist the continuation of slavery.			Task on Lesson 2 PPT1 All references to sources on the slides
20 mins	Rebellion! Interactive Power point on the causes and course of the rebellion. The pupils are presented with a series of questions about the development of the slave rebellion that they have to choose answers from. ALTERNATIVE APPROACH Narrative sheet on the rebellion and what happened. This is better suited to students working privately in small groups or pairs. Teachers may want to use both approaches to strongly reinforce the events. In this case, probably better to use narrative sheet first. POSSIBLE EXTENSION Use Sources 3a, 3b and 3c from the resource below. Ask students to use these sources as evidence to explain why the authorities did not lose control. More able students make use of the other sources available in the web resource. http://www.nationalarchives.gov.uk/education/lessons/lesson52.htm	Through discussion work from the choice of answers	White board	Lesson 2 PPT2 Barbados 1816 Interactive powerpoint Lesson 2 Barbados 1816 Narrative sheet http://www.nationalarchives.gov.uk/education/lesson52.htm

<p>15 mins</p>	<p>Revisit this source http://www.nationalarchives.gov.uk/education/lessons/2382-popup.htm</p> <p>Using the sources provided the pupils have to design their own Bussa flag and make their own Bussa graffiti</p> <p>As an alternative some pupils could construct a story board about the rebellion from the slave point of view or the point of view of the soldiers who stopped the rebellion. http://www.nationalarchives.gov.uk/education/lessons/2382-popup.htm</p>	<p>Through artwork</p>	<p>Slide show for colour images or printed sheet for general classroom use</p>	<p>http://www.nationalarchives.gov.uk/education/2-popup.htm (An account of a soldier in the rebellion and the saw a flag flying from the rebels)</p> <p>Lesson 2 Busa graffiti – resource showing an e graffiti. Lesson 2 Bussa flag</p>
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Lesson three

Lesson enquiry question	Group work and homework task assignments based on prior work and in class research on aspects of the Barbados rebellion.
Learning objectives	To work in a group on one aspect of the rebellions studied so far. This allows for some cross curricular activities. The point of work for this lesson is to give the pupils a chance to re-visit some of the work they have already done but in a different format. This is to be done through group work – there are four tasks to do – and each group can be given a task to complete that suits their method of working eg art based or research based or English skills in persuasive writing
Resources	

Time	Activity	Differentiation	Technology	Resources
10 mins	Starter quiz on what they have learnt so far. This can be done from memory or the pupils can use their books.	Use of books to look up prior work	ppt	Lesson 3 PPT 1
	Students then work in groups. Teachers may decide the groups or give options which students can elect for.			
Group 1	To design a statue or memorial for Bussa or Nanny Grigg. Pupils to use the sheets to design their own memorial using some of the ideas given to them and an internet research on statues	Help sheet. Art work and design		Help sheet and ideas
Group 2	Letter to the Blue Plaque campaign to say why Bussa should have a Blue Plaque erected. http://www.english-heritage.org.uk/discover/blue-plaques/how-to-propose-a-blue-plaque/ is a link to the blue plaque scheme Pupils to write up the transcription on the plaque and a brief explanation of why Bussa should receive a Plaque http://abolition.e2bn.org/index.php can also be used for information There is also some good activities on this site about the different days that slaves, slave owners and a sailor on a slave ship has for	Help sheet. Art work and design.		Web links to sites for information on Bussa plaque scheme Help sheet Blue Plaque

	some pupils to look at.		
Group 3	<p>Letter to History book editors outlining why the Barbados and rebellion should be included in school text books. The rebellion of Barbados never makes it into school text books. The pupils have to write a letter to a book editor outlining why they think the rebellion should be included as part of a new history book on slavery. The emphasis here is the significance of the event or the individuals involved – one focus could be the involvement of women such as Nanny Griggs which was highly unusual or just to focus on Bussa.</p> <p>http://abolition.e2bn.org/index.php again provides an excellent source of information</p>	The sheets for the work from the previous lesson and the web links can be used here. There is also a help sheet to structure their work	Help Sheet letter to e
Group 4	Pupils to look at ppt of Upside down world and to produce their own picture based on the Demerara rebellion. This can be shared and discussed with the rest of the class. The more outrageous the ideas the better.	Group discussion and help sheet	PPT – Lesson 3 Worl round