



Teacher Guidance Notes

KS3 History – Slavery and the Slave Trade

This learning resource comprises a series of suggestions for using Archive¹ and Museum² resources to study Slavery. An accompanying grid highlights the available resources that could be used to undertake this study. Other useful resources and websites are also recommended. The grid has been divided into five sections beginning with an introduction based on the nature of Slavery and continuing with the following four areas of study:

1. The Trade
2. The Plantations
3. Abolition
4. 'Design an Exhibition' pupil-centred project activity

All four areas and the introductory section are discussed later in these guidance notes.

Enabling Pupils to use Evidence

The main focus of this learning resource is on the use of evidence; each of the four topic areas includes suggestions about how students can access and use archive and other resources as source materials. This will enable the assessment of students' abilities in relation to using evidence, as detailed in the National Curriculum KS3 Attainment Target. The relevant strands are listed below:

Level 4

When finding answers to historical questions, pupils begin to use information as evidence to test hypotheses.

Level 5

They begin to evaluate sources to establish evidence for particular enquiries.

Level 6

They evaluate sources to establish relevant evidence for particular enquiries.

Level 7

When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources.

Level 8

They evaluate critically a range of sources and reach substantiated conclusions independently.

Exceptional Performance

They evaluate critically a wide range of sources, reaching substantiated conclusions independently.

¹ Gloucestershire Archives

² Stroud District (Cowle) Museum Service: *The Museum in the Park*



Communication and Organisation

The secondary focus of this learning resource is on the organisation and communication of historical information including archive material. The relevant strands of the National Curriculum Attainment Target are listed below.

Level 4

Pupils begin to produce structured work, making appropriate use of dates and terms.

Level 5

They select and deploy information and make appropriate use of historical terminology to support and structure their work.

Level 6

They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.

Level 7

They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.

Level 8

They use historical terminology confidently, reflecting on the way in which terms can change meaning according to context. They produce precise and coherent work.

Exceptional Performance

They use historical terminology confidently, reflectively and critically. They consistently produce precise and coherent narratives, descriptions and explanations.

Content of this Learning Resource

Introduction: What is Slavery?

It is important that pupils understand what is meant by 'Slavery', both in simple terms, in order to provide a definition appropriate for all forms of historical and modern-day slavery, and in a more complex way with regard to the nature of the Atlantic Slave Trade, which is the context of this learning resource.

The 1926 Slavery Convention defined Slavery as "...the status and/or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised..." In other words '**Slavery is treating people as property**'. This is a useful starting point from which to start any discussion on what is meant by Slavery.



Resources for Introductory Activities

- *'Inhuman Traffic'* Virtual Exhibition
Available at <http://www.gloucestershire.gov.uk/archives/article/107420/Inhuman-traffic>. A PowerPoint version is available on request by emailing archives@gloucestershire.gov.uk or tel 01452 425291.
This resource provides an overview of Slavery from the beginnings of the Atlantic Trade to the present day & includes a summary of the work of prominent abolitionist Granville Sharp.
- *'Master and Slave'* Performance (optional)
- This performance and follow-on workshop is a useful way to help students understand what is meant by 'Slavery'. Details are available from Spaniel in the Works Theatre Company by telephoning 01453 751925 or emailing info@spanielworks.co.uk

Suggested Introductory Activities

As well as any discussion that arises from the Virtual Exhibition and/or the Performance it is useful to identify and explain some key words and concepts connected with Slavery. These can easily be identified from the Virtual Exhibition and Performance. They can then be used in a variety of ways, perhaps to create display posters to illustrate the key words or maybe as the basis of a title page for each student's work on Slavery.

Part 1: The Trade

This topic area could cover any or all of the following;

- **The Triangular Trade:** the name given to the trade in goods to Africa in exchange for slaves, which were then taken to The Americas on the Middle Passage where they were sold. The profits were then used to buy the products of the plantations (sugar, cotton etc.), which were shipped back to Europe.
- **The capture of Africans:** this could include investigation of the culture of Black Africa at this time as well as the capture of Africans by other Africans for sale to the Europeans traders.
- **The Middle Passage:** this is the name given to the journey the slaves were forced to make across the Atlantic, the middle stage of the Triangular Trade.
- **The Zong slave ship incident:** this was a notorious case involving a the crew of a slave ship who cast overboard about 130 slaves. The owners claimed a lack of water had forced the crew's hand, as there was not enough for all on board, and aimed to collect the insurance for their loss.
- **The Slave Market:** the sale of slaves upon reaching their destination in the Caribbean, South America or North America.



Gloucestershire Archive Resources for Part 1: The Trade

- Appendix O: Transcript 9 [*document ref D3549 13/1/B1*]. This is an extract from a letter written by the abolitionist Granville Sharp about the Zong incident. Available at <http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also available from Gloucestershire Archives on *Inhuman Traffic* DVD by telephoning 01452 425291 or emailing archives@gloucestershire.gov.uk).
- The above extract can also be viewed as a video clip, read by an actor as Granville Sharp. Visit <http://www.gloucestershire.gov.uk/archives/article/19771/Download-the-Inhuman-Traffic-sound-track-and-video-clips> (also available from Gloucestershire Archives on *Inhuman Traffic* DVD)
- Well-known image of the Brooks slave ship showing slaves packed into the hold. Available from Gloucestershire Archives.

Other Resources for Part 1: The Trade

- Appendix I: Image of the Zong incident [*Torrey, The American Slave Trade*]
- Appendix L: Lyrics from “Amazing Grace” written by John Newton
Both available at <http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also on *Inhuman Traffic* DVD)
- A number of accounts of the Middle Passage are available in various textbooks and publications e.g. Bicentenary of the Abolition of the Slave trade Act 1807-2007 - Official Magazine [*HM Government, Product Code: 06 REU 04476*], which can be downloaded from <http://www.communities.gov.uk/publications/communities/bicentenary> or ordered, free of charge, by telephoning 020 7944 4400.
- Three boxes of items relating to slavery are available to hire from the Empire and Commonwealth Museum in Bristol. Box 1 contains items connected with the Culture of Africans before they were taken by the Slavers. Box 2 contains some items connected with the trade, such as shackles and chains.
- Programme 1 of the BBC series Black People of the Americas is about the Triangular Trade and The Middle Passage.

Suggested Activities for Part 1: The Trade

1. Use a variety of sources to write an account of the capture of a person in Africa and their sale into Slavery. This could include something about what life was like back in Africa, about the capture and the trek to the coast, about the voyage across the Atlantic (the middle passage) and about the sale of the Slave in the Americas. Details from the source materials could be used to embellish the account.



2. A comparison exercise could be carried out. An account of the Middle Passage from a particular source could be examined; students could then refer to other sources to see how far they back up this account. An interesting angle might be to use only visual images as the other sources e.g. The Zong picture, the Brooks picture etc.
3. A source or a number of sources could be used to answer the following question: 'How useful is this source/are these sources to students studying the Slave Trade?' This question could be more specifically about the Zong incident.
4. Groups of students could gather evidence to support their case in a trial of the Zong slave ship owners.

Part 2: The Plantations

This topic area will mainly be concerned with what life was like on the plantations both for the slaves and for the owners and their families.

Gloucestershire Archive Resources for Part 2: The Plantations

- Digital copies of the following useful documents are available from Gloucestershire Archives:
 - Extract from the Codrington Estate maps [*document ref D1610/P18*] showing the Plan of their Betty's Hope Plantation
 - 1824 slave mortgage [*document ref D1421 bundle 18*]
- Sound track of the African Slave Song "Massa Buy Me" in the Granville Sharp papers held by Gloucestershire Archives. Performed by a local black gospel choir from Christ Faith Tabernacle, Gloucester. This can be downloaded from Gloucestershire Archives web pages at <http://www.gloucestershire.gov.uk/archives/article/19771/Download-the-Inhuman-Traffic-sound-track-and-video-clips>. Also available on the Inhuman Traffic DVD (listed as "Music Track") from Gloucestershire Archives.
- *A copy of the original African Slave Song* [*document ref D3549/3/27*]. Available as Appendix A at <http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents>. Also available on the *Inhuman Traffic* DVD.
- Appendix N: Music score and explanation of African Slave Song. Available from Gloucestershire Archives.

Other Resources for Part 2: The Plantations

Appendix M: poem, "By a Negro" written by Edward Jenner [*Wellcome Library MS 3017 page 5*]. Available at <http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also on *Inhuman Traffic* DVD)



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- Slavery Loans Box 2 from the Empire and Commonwealth Museum contains some items connected with the Plantations.
- Programme 2 of the BBC series Black People of the Americas is about the Plantations.

Suggested Activities for Part 2: The Plantations

1. Use the available resources to make lists of information about different aspects of slaves' life on the Plantations. This information could then be used to:
 - a. Highlight the terrible lives of most slaves.
 - b. Show that the slaves' back-breaking work and cruel punishment were in no way offset by occasional days off, the provision of dances and attendance at church.
 - c. Contrast the lives led by the owners of Plantations, their families and overseers with those led by the slaves.
2. Archive resources, e.g. the Mortgage document, or a punishment record can be used as the basis of some statistical work on the origins, sex, age or offences of slaves.

Part 3: Abolition

This topic area focuses largely on the work of abolitionist Granville Sharp, founder member of the Society for the Abolition of the Slave Trade and chairman of its London branch, whose papers are held at Gloucestershire Archives.

Gloucestershire Archive Resources for Part 3: Abolition

- Appendix B: Society for the Abolition of the Slave Trade's "Am I not a man and a brother?" seal [*document ref D3549 13/1/G2*]
- Appendix C: "Am I not a man and a brother?" playing card produced by Mary Sharp, Granville Sharp's niece [*document ref D3549 24/1/1*]
- Appendix O: Transcripts of extracts from documents in the Granville Sharp collection. These extracts are also available as video clips on the Inhuman Traffic DVD.

All the above are available at

<http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also on Inhuman Traffic DVD)

Stroud District (Cowle) Museum Service Resources for Part 3: Abolition

- Appendix D: "Why and because" [*ref CM 38067*]
- Appendix E: "A few plain questions to plain men" [*ref CM 3806/1*]
- Appendix F: "Citizens, and Fellow-Countrymen" [*ref CM 3806/2*]
- Appendix G: "800,000 subjects" [*ref CM 3806/6*]



- Appendix H(i): "A Public Meeting" [ref CM 3793]
- Appendix H(ii): "A Speech" [ref CM 3795]

All the above are available at

<http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also on *Inhuman Traffic DVD*)

Other Resources for Part 3: Abolition

- Appendix I: Image of the Zong incident [Torrey, *The American Slave Trade*]
- Appendix J: Image of Josiah Wedgewood's "Am I not a man and a brother" medallion
- Appendix K: "Am I not a woman and a sister" emblem

All the above are available at

<http://www.gloucestershire.gov.uk/archives/article/19772/Download-the-Inhuman-Traffic-information-sheets-and-copies-of-original-documents> (also on *Inhuman Traffic DVD*)

- Slavery Loans Box 2 from the Empire and Commonwealth Museum contains some items connected with punishment.
- Programme 3 of the BBC series *Black Peoples of the Americas* is about Resistance, Rebellion and Abolition

Suggested Activities for Part 3: Abolition

Invite students to design a component part for an Anti Slavery Campaign that raises awareness of the plight of slaves in the late 1700s and early 1800s. This can be done in two stages:

1. Use the Archive material and other resources to identify items, images and written evidence that would be useful to use in a campaign against slavery. These could include images of the Brooks slave ship, the story of the Zong, extracts from the letters of Granville Sharp, items from the Museum boxes etc.
2. Decide how best to advertise the plight of slaves using the evidence gathered but with full access to modern forms of communication. For example, they could:
 - a. Plan (and perhaps film) an advert for TV
 - b. Design (a) web page(s)
 - c. Update or completely redesign the "Am I not a man and a brother?" logo, perhaps with a new slogan
 - d. Plan a mass media event such as a Telethon or Concert etc.

This is perhaps best done as a group activity and over a number of lessons and could form the main part of the scheme of work.



Part 4: The Exhibition

One option for consolidating learning in relation to this topic is for students to produce an exhibition about Slavery and the Slave trade. This exhibition could take several forms and pupils should be encouraged to think about:

- Options for displaying the artefacts that they have come across in their studies.
- Ways in which they might communicate the knowledge that they have gained in relation to these objects.

Resources for Part 4: The Exhibition

- Visit one or more museums to discover:
 - How objects can be grouped and displayed
 - Different ways in which displays and objects can be interpreted, for example:
 - Text panels (often a combination of text and images)
 - Labelling (usually text but sometimes a combination of text and images)
 - Audio recordings (usually triggered by)
 - Audio-visual recordings
 - Hands-on interactives, including computer interactives
 - Object handling
- Repeat the aforementioned activity by visiting one or more online exhibition e.g.:
 - Museum of London's virtual object handling workshop @ http://www.museumoflondon.org.uk/learning/features_facts/voh/voh_kit/index.htm
 - British Museum's 'Explore' activities @ <http://www.britishmuseum.org/explore/introduction.aspx>
 - National Museums Liverpool: International Slavery Museum history of the slave trade @ <http://www.liverpoolmuseums.org.uk/ism/slavery/>
 - The National Archives online exhibitions @ http://www.nationalarchives.gov.uk/exhibitions/?source=ddmenu_research4
 - The National Archives online exhibition about slavery @ <http://www.nationalarchives.gov.uk/slavery/>
 - Gloucestershire Archives' 'Inhuman traffic' exhibition, which can be accessed via <http://www.gloucestershire.gov.uk/archives/article/107420/Inhuman-traffic>

Students who have worked through the previous activities in this resource pack will already have seen/handled/read a variety of primary and secondary resources relating to Slavery. Access to textbooks containing relevant information and to the Internet would be useful.



Suggested Activities for Part 4: The Exhibition

Invite students, individually or in groups, to design an exhibition on Slavery, the Slave Trade and Abolition (see Student Task sheet). This activity could include the following tasks:

1. Communicate details of the location in which the exhibition will take place. This could be pre-determined or a place that the students decide themselves. Options include:
 - a. An imaginary setting such as a new purpose-built museum in a particular location with few design constraints.
 - b. An existing setting that poses a number of design constraints e.g. a place with limited space (perhaps a room in school), which would necessitate careful consideration in relation to the selection (number/size) and display of exhibits.
 - c. A virtual setting such as web pages on a museum or archives website, or even a stand-alone website.
2. Select the exhibits that will be in the exhibition. Things to consider:
 - a. What exhibits are available? (i.e. artefacts that students have come across in their studies and/or other artefacts from different sources).
 - b. What message(s) the exhibition will communicate and how.
 - c. Key messages about the significance of each exhibit.
 - d. The location for the exhibition, since this will have a bearing on available space.
3. Consider ways in which the exhibits might be interpreted:
 - a. How will the displays be organised e.g. thematic, chronological etc?
 - b. How might we help others³ understand the exhibits? For example, by producing:
 - i. Written text and images on display panels/ labels/leaflets/exhibition guides
 - ii. Timelines
 - iii. Audio and/or video recordings (usually triggered by motion sensors in places like museums but can also feature on websites/electronic interactives).
 - iv. Electronic publications such as web pages
 - v. Copies of objects and documents that people can handle
 - c. Design layout for displaying the exhibits.
4. Additionally, students could consider how to make the exhibition inclusive⁴ and environmentally sound.

³ More able students could be encouraged to design an exhibition for a particular audience group e.g. a particular age range/ethnic origin, people with a specific disability e.g. visually impaired or wheelchair users.

⁴ Access needs can be categorised as follows: Physical; Intellectual (e.g. existing levels of knowledge, English as a foreign language, learning disabilities); Cultural (e.g. interests and life experiences); Attitudinal (e.g. welcoming, positive about diversity, user focussed) and Financial (i.e. something that everyone can afford).



This activity could be approached in a number of ways. For instance, the exhibition could focus on the resources gathered for the Abolition campaign in Topic Area 3. It could serve simply as a way of displaying those things and a method of advertising the plight of slaves.

General Advice

It is envisaged that the introduction and Parts 1 & 2 will provide opportunities for preparation and that most of the time will be spent on Parts 3 and 4. Clearly this depends on the available lesson time that can be devoted to this topic. A simple way of fitting everything in is to focus on either Topic Area 3 or Topic Area 4 or to combine the two.