

Lesson sequence

Overall enquiry question	Should 1807 <i>really</i> be celebrated as the end of the slave trade?	
Learning objectives	<ul style="list-style-type: none"> • To investigate the role of the West Africa Squadron in combating the illicit slave trade after 1807. • To evaluate the success of attempts to suppress the slave trade after 1807. • To use historical evidence to test hypotheses and reach conclusions. • To decide whether 1807 actually marked the end of the transatlantic slave trade. 	
Year group	Year 8 / Year 9	
Lessons	2 x 1 hour lessons (although it could be used over 3 lessons depending on time spent on each activity)	
Resources	<p><u>File name</u> Research table Lesson 1 PowerPoint Lesson 2 PowerPoint Document 1 Document 2 Document 3 Document 4 Document 5 Document 6 Glossary Prompt cards Slave Voyages Data Newspaper Article</p>	<p><u>Description of resource</u> Table for students to record their findings from the documents. Supporting resources for lesson 1. Supporting resources for lesson 2. Passport for the <i>Henriqueta</i>. Log book for the HMS <i>Sybil</i>. Letter from Commodore Collier to the Admiralty. Letter from Sierra Leone Commissioners to the Admiralty. Sierra Leone Registry of slaves. List of ships captured by the HMS <i>Black Joke</i>. Key vocabulary to accompany the documents. Cards to help students analyse the documents. Data from website www.slavevoyages.org for ships sailing after 1807 abolition. Article on the subject of the bicentenary of the Abolition Act to be used for the extension activity in lesson 2.</p>
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Lesson one

Lesson enquiry question	Why was Commodore Collier taking slaves to Africa in 1827?
Learning objectives	<ul style="list-style-type: none"> • To investigate the role of the West Africa Squadron in combating the illicit slave trade after 1807 • To use historical evidence to test hypotheses and reach conclusions.
Resources	Original documents / transcripts; glossary sheets; prompt cards; research table; PowerPoint.

Time	Activity	Differentiation	Technology	Resources
5 mins	Introduce students to Commodore Collier giving some basic details about what he was doing in 1827 and image of his ship the HMS <i>Sybil</i> / the <i>Henriqueta</i> .	Teacher explanation.	Images on interactive white board.	PowerPoint.
10 mins	Ask the students to brainstorm (as a class or in a pair) why he would have been taking slaves to Africa in 1827. Remind them, if necessary, that Britain had abolished the slave trade in 1807. Take feedback.	Peer support and teacher questioning.		
5 mins	Students write a hypothesis as to what they think Collier may have been doing based on the class discussion. Teacher should not suggest at this stage whether they are correct or not. This could be done individually or as a class. Teacher should encourage students to think about the evidence which may be available to test their hypothesis.	Sentence starters on board.	Interactive whiteboard used to record some ideas which can be returned to at the end of the lesson.	

<p>30 mins</p>	<p>Students work in a pair to complete research table.</p> <p>Teacher hands out documents 1 to 5 in chronological order, one at a time, every 5 minutes or so.</p> <p>Students should be encouraged to look at the documents in detail and read them carefully before completing the table.</p>	<p>Glossary of words to accompany documents.</p> <p>Prompt cards to accompany documents.</p> <p>Peer support.</p>		<p>Research table</p> <p>Prompt cards.</p> <p>Document / transcript sheets.</p> <p>Glossary sheets.</p>
<p>10 mins</p>	<p>Revisit the students' original hypotheses and discuss whether the evidence supports their ideas. Students change / add to their hypothesis as necessary.</p> <p>Students use a Likert scale to show how close / far out their hypothesis was to the correct conclusion – could ask students to stand up and create the line as a class.</p>	<p>Teacher questioning.</p>	<p>Return to ideas which were recorded at the start of the lesson.</p>	<p>PowerPoint</p>

Lesson two

Lesson enquiry question	How successful were the British at stopping the slave trade?
Learning objectives	<ul style="list-style-type: none"> • To use historical evidence to evaluate the success of the Royal Navy in preventing the illicit slave trade after 1807. • To use data to reach conclusions about the illicit slave trade after 1807.
Resources	Original documents; PowerPoint; statistics from www.slavevoyages.org; glossary; newspaper article.

Time	Activity	Differentiation	Technology	Resources
5 mins	Brief recap of learning from last lesson.	Teacher questioning.		
10 mins	<p>Students examine Document 6. Teacher should explain that the <i>Henriqueta</i> was renamed as the HMS <i>Black Joke</i> by the Royal Navy. This could also be used in conjunction with the image of the Black Joke and the ships she captured.</p> <p>Ask students to discuss / write down:</p> <ol style="list-style-type: none"> 1. How many slaves had been taken from Africa on these boats? 2. Which countries are still trading in slaves? 3. Where are the slaves being taken to? 4. Why are some of the boats allowed to continue their journey with the slaves? 	<p>Glossary sheet. Prompt card.</p> <p><u>Extension:</u> Is this document enough evidence to make a judgement on the success of the Royal Navy in stopping the slave trade?</p>	Document 6 on the interactive whiteboard to discuss as a class.	<p>Copies of document 6.</p> <p>Glossary sheet</p> <p>Prompt card</p>
5 mins	Feedback findings as a class – teacher could annotate document on the board.	Teacher questioning.	Use interactive whiteboard to annotate document as a class.	Digital copy document 6.

	Then brainstorm together the problems facing the British in suppressing the slave trade.			
20 mins	<p>Students use statistics from www.slavevoyages.org to investigate the success of the West Africa Squadron. (They can use the prepared resources or the website itself depending on time / facilities available).</p> <p>Working in groups, they look at a time period (roughly one decade) and identify:</p> <ol style="list-style-type: none"> 1. How many slaves were bought/ sold. 2. Which countries were still trading slaves? 3. How many ships were captured and by who? 4. How many ships managed to complete their journey as planned? 5. What does the data suggest about how successful the British were in stopping the slave trade after 1807? 	<p>Put students into mixed ability groups / or ability groups with one group supported by teacher/LSA.</p> <p>Students could use highlighters to pick out the key points rather than writing.</p> <p><u>Extension:</u> Read the article on the abolition of the slave trade and write an email to explain whether you think they are correct to be celebrating 1807 as the end of the slave trade.</p>	<p>Use interactive whiteboard to model use of statistics to the class.</p> <p>Students could use computers to access www.slavevoyages.org themselves if time / facilities allow.</p>	<p>Copies of statistics sheets</p> <p>News article 1807 abolition</p>
15 mins	<p>Each group feeds back its findings and teacher records these on the board.</p> <p>Class assess how successful they think the British were in suppressing the slave trade after 1807.</p> <p><u>Discussion questions:</u></p> <ol style="list-style-type: none"> 1. When did each country seem to stop trading slaves? Why might this be? 2. Which country was the last to stop trading slaves? 3. Should we celebrate 1807 as the end of the slave trade? 	Teacher questioning.		PowerPoint slide – feedback sheet.