

Teacher notes, Rebellion in Barbados, 1816.

The focal point of the first lesson is to introduce the pupils to the idea of resistance to slavery. To begin with ask the pupils what they know of slavery. Then go through the first slide show on 'What is a slave?' from a power point found on the web at

<http://www.kgv.edu.hk/history/Y8/YEAR8contents.htm>

(this has three slide shows on slavery which are brilliant, I have used the first slide from the first slide show by WA Boyce)

The pupils may have some knowledge of slavery but it won't be a bad thing to have this as a starting point. There are no animations on this or any of the other slides, so feel free to put any in where you see fit. There is also an audio link to some other aspects of slavery that the pupils can listen to.

The next task is the slide show on Barbados in 1816. There are some questions that can be done during the presentation as summary statement or used as discussion points.

The pupils are then asked to consider what the slave owners were scared of and this links to the maps of Barbados that show the forts around the island and the heavy military presence. The control of the slaves and preventing an invasion by an enemy are the main points. The map can also be used to show the hold that sugar has on the island with all the windmills and plantations marked out. There is a slide show for this as well that leads the pupils through some of the slave owners' fears using original sources. There is a letter writing exercise at the end of the slides.

The plenary is intended to bring out the idea that slavery was an institution that could only be maintained by force and that this was not likely to make the slaves peaceful.

The second lesson begins with the idea of rebelling – when is it acceptable? This leads to an interactive power point that goes through the rebellion and asks the pupils what they would do or what they would do. Following this there is a traditional style narrative sheet with details of the rebellion and some stepped questions at the end – the last one can be used as a summative paragraph. From this the pupils are asked to design their own Bussa flag that would have been carried in the rebellion. (The graffiti work can be seen as a modern day equivalent and how much Bussa is remembered by the people of Barbados.) This comes from the description of it following the rebellion. Colour, shape and design are all down to the pupils. As an alternative there is also the idea of constructing a story board using the original documents found at

<http://www.nationalarchives.gov.uk/education/lessons/2382-popup.htm>

which again has more details and information about the rebellion.

The homework sheets, or group work in class, are designed to cover a range of abilities and involve writing, research and design and drawing. The pupils have to design a statue of Bussa (there is one at the present and you can Google an image) or one of Nanny Grigg – a statue of a slave woman would be very unusual. The sheet provides some ideas on this. There is a Blue Plaque campaign for Elado Equiano at

<http://www.blackhistory4schools.com/slavetrade/>

as well as lots of other resources.

The letter to the editor is about making the pupils realise that quite often school history books miss out many aspects of the topics they are covering and this is a task designed to get them to persuade a book editor to include the rebellion of 1816 in a new history book. This format can be easily transferred to other topics.

Finally the upside down world is self explanatory and I think the pupils will love this one – the result is only limited by your imagination and put together could make a good display.

For more details and ideas refer to the lesson plans that accompany these notes.

I hope the work you do with your pupils will be as rewarding as it has been for me putting it all together.

