

Lesson sequence

Overall enquiry question	How should we remember the victims of the slave trade?	
Learning objectives	LI: To use evidence to understand the slaves and create a monument to immortalise them	
Year group	Year 9	
Lessons	<i>Include number & length of lessons 3 lessons, 1 hour each</i>	
Resources	File name	Description of resource
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Lesson one

Lesson enquiry question	<u>Why are monuments important?</u>
Learning objectives	LI: To understand and evaluate monuments dedicated to the slaves
Resources	

Time	Activity	Differentiation	Technology	Resources
3 MINS	<p style="text-align: center;">Bell Activity:</p> <p style="text-align: center;">Image of John C. Calhoun on IWB.</p> <p style="text-align: center;">This man died in 1850. Why are people still arguing about him in 2010?</p> <p style="text-align: center;">Pupils asked to suggest answers to the question above.</p>		Interactive White Board	First slide on powerpoint
5 MINS	<p style="text-align: center;">Starter Activity:</p> <p style="text-align: center;">Pupils then given the article produced on the History News Network which answers the Bell question about why people are still arguing about Calhoun.</p> <p style="text-align: center;">Pupils asked to suggest what the rest of the lesson maybe about based on the contents of the article.</p>	Peer support Differentiated article	N/A	HNN Article

<p>10 MINS</p>	<p>Task 1:</p> <p>In groups of 4, pupils must create a set of “monument success criteria”. They should come up with 4 measures of success and write them on the cards.</p>	<p>Help Card available</p>	<p>N/A</p>	<p>Monument success criteria cards</p>
<p>25 MINS</p>	<p>Task 2:</p> <p>Pupils will use the criteria to judge monuments to slaves from around the world.</p> <p><u>This activity can either be paper-based:</u> There will be 6 stations around the room each with a different slave monument. Pupils must give each monument a “success-score” out of 10 and explain why you have given it that score.</p> <p><u>Or interactive using www.linoit.com :</u> Teachers can upload the images of the monuments and pupils can attach virtual post-it notes with their “success-scores” and an explanation of why they have given those scores.</p>	<p>Peer support</p>	<p>In order to use ww.Linoit.com teachers will need laptops/computers with internet access for classes to use</p>	<p>Slavery monuments</p>
<p>5 MINS</p>	<p>Class Feedback:</p> <p>Which monument is the most successful? Why?</p> <p>Pupils must justify their choices using the success criteria</p>	<p>Teacher Support</p>	<p>N/A</p>	<p>N/A</p>

<p>5 MINS</p>	<p>Mini-Plenary:</p> <p>Pupils now have to opportunity to re-write the “monument success criteria” based on their learning in the lesson. Pupils may decide to re-write some of their criteria based on their learning.</p>	<p>Outcome</p>	<p>N/A</p>	<p>Success Criteria Cards</p>
<p>5 MINS</p>	<p>Plenary: Exit Ticket game</p> <p>Pupils must provide 1 reasons why monuments are important before they can leave the classroom.</p>	<p>Outcome</p>	<p>N/A</p>	<p>N/A</p>

Lesson two

Lesson enquiry question	<u>What should be remembered about the slaves?</u>
Learning objectives	LI: To use evidence to assess which characteristics should be immortalised
Resources	

Time	Activity	Differentiation	Technology	Resources
3 MINS	<p style="text-align: center;">Bell Activity:</p> <p>Image of Lincoln Emancipation monument on the board. Pupils must consider the following question:</p> <p style="text-align: center;">What impression does this monument give you of slaves?</p>	Outcome	Interactive White Board	Powerpoint presentation
5 MINS	<p style="text-align: center;">Starter Activity:</p> <p>Pupils given copies of 2 of the monuments looked at in the previous lesson and asked to arrange them in chronological order.</p> <p>Pupils must then consider why some monuments have become inappropriate over time.</p>	Outcome, Teacher Support	Interactive White Board	Interactive White Board displaying images or paper copies of the monuments
30 MINS	<p style="text-align: center;">Task 1:</p> <p>Pupils can complete this activity in either small groups or individually.</p>	Differentiated documents	N/A	Example on powerpoint

	<p>Each group will be given a pack of post-it notes and a coloured pen. They will also receive a collection of 8 National Archive documents. Pupils must read each document and pick out <u>characteristics which they think should be remembered about the slaves.</u></p> <p>Each characteristic should be written on a post-it and stuck on the board. The characteristics can also be recorded on the evidence collection table.</p> <p>The coloured pens will help teachers ensure that all groups contribute equally and will highlight groups which require extra assistance.</p>			Document collection
10 MINS	<p>Plenary 1:</p> <p>Pupils will look back at the existing slavery monuments and asked to consider:</p> <p>Are the characteristics you have found displayed in any of the monuments?</p> <p>This should show the pupils which characteristics or events have been neglected in the “memory” of the slave trade.</p>	Outcome	N/A	N/A
5 MINS	<p>Plenary 2:</p> <p>Think, Pair, Share</p> <p>Pupils must use the remaining time to decide which characteristic is the most important and should be immortalised.</p>	Outcome	N/A	N/A

Lesson three

Lesson enquiry question	<u>Assignment: Design and create your own memorial to the slaves</u>
Learning objectives	LI: To use previous learning to create and evaluate your own slave monuments
Resources	

Time	Activity	Differentiation Outcome	Technology	Resources Assignment Pack
	<p>This activity can be structured into lessons or given as an assessed homework.</p> <p>Pupils can be given a copy of the assignment pack which contains:</p> <ul style="list-style-type: none"> • UN letter to provide a context for the project • Success criteria for the assignment <ul style="list-style-type: none"> • A write-up form to allow pupils to explain the design process • An evaluation form to evaluate the final creation <p>Pupils must use their learning to create a monument. In order to be successful, pupils must use the characteristics from the National Archive documents.</p> <p>Pupils can be asked to either make their monuments or if this is not possible, they can draw and annotate their designs.</p>		<p>This project can be adapted to incorporate technology if it is available.</p> <p>Pupils may create their designs on the computer.</p>	

