

Lesson sequence

Overall enquiry question	How powerful were slaves?	
Learning objectives	<ul style="list-style-type: none">- Can I explain how slaves were powerful in some ways even though they were slaves?- Can I use documents to support what I say?	
Year group	8	
Lessons	2X 1 Hour lessons	
Resources	File name Lesson 1 Lesson 2 Station 1-6	Description of Resource Powerpoint for first lesson Powerpoint for second lesson Files containing the documents/ resources needed for each of the stations
Author	Sarah Murphy	

Lesson one

Lesson enquiry question	How could slaves resist slavery?
Learning objectives	<ul style="list-style-type: none"> - Can I explain how slaves were powerful in some ways even though they were slaves? - Can I use documents to support what I say?
Resources	Lesson 1 Powerpoint; copy of document; transcript of document

Time	Activity	Differentiation	Technology	Resources
10 mins	Image of handcuffs. Students asked to think about what a slave and slave owner would think about these and what they would say about them. Idea is that handcuffs initially make the slaves look weak and are a symbol of power for slave owners but for some it could be seen as the other way around; slaves were so powerful that they needed to be restrained to protect slave masters	Lower ability students could look at just slaves when drawing speech bubbles		
20 mins	<p>Students work individually/pairs on mind-map outlining the different ways that a slave might rebel against their masters.</p> <p>After 5 minutes introduce the document; need to decipher what it was saying and then think about how that could be used in their mindmap</p> <p>Feed back as a class from mindmap; what ideas do students have; class discussion about nature of rebellion</p>	<p>Prompts put on board for things for students to think about when constructing the mind-map</p> <p>Transcript for weaker ability students</p>		Copy of document; transcript of document

<p>20 mins</p>	<p>Grid table of different types of rebellion: students need to fill in the grid thinking about why a slave might rebel in this way and why it might frighten a slave master</p>	<p>First answer modelled on the grid Could create it as a card sort for weaker ability students</p>		
<p>10 mins</p>	<p>Interim plenary: students to draw their own answer to the question 'How powerful were slaves?' What have they learnt so far about slave power</p> <p>Share drawings with partner and discuss their drawings</p>	<p>Lower ability students could be prompted to produce a more 'practical' drawing- e.g. slaves taking part in some sort of activity such as running away, plotting a rebellion, disobedience etc.</p> <p>Higher ability students could be encouraged to draw something more representative: e.g. Busa statue with chains broken</p>		

Lesson two

Lesson enquiry question	What can we learn from slave rebellions about the power held by slaves?
Learning objectives	<ul style="list-style-type: none"> - Can I explain how slaves were powerful in some ways even though they were slaves? - Can I use documents to support what I say?
Resources	Powerpoint; Starter activity (extract from James Walvin); Station 1; Station 2; Station 3; station 4; Station 5; Station 6

Time	Activity	Differentiation	Technology	Resources
5 mins	<p>Students read extract from James Walvin book: as they are reading need to highlight/underline instances which they feel discuss power in the source</p> <p>Students asked how might an uninformed person interpret this resource; what might they say about slave power? What have they learnt from last lesson that might make them challenge this?</p>	Extract could be shortened Difficult words put into glossary for students to understand		Starter activity
40 mins inc setting up and moving	Students put into groups; 4 stations are set up around the room. Need to move to each station and complete activities at the station. Students have 7-8 minutes per station. After each station need to mark on the living graph.	Amount of time per station and number of stations can be adjusted according to abilities of group		Resources for the 4 stations
10 mins	Students in group start to prepare for their roleplay on how powerful slaves were using the criteria that is given. This can be shown in a following lesson.			

5 mins	Class discussion: line of continuum in room and asked to state their own view of how powerful slaves were			

Homework Task

Either;

How powerful were slaves? Students to reach own judgement on the issue.

Students to write a paragraph explaining why they reached this judgement and to use evidence from at least 3 stations to support this judgement.

Or:

Finish role play/presentations for next lesson