**ENQUIRY:** Did the “Monster” really die in 1807?

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| **Unit intention:**   *Students have previously studied the diversity of African civilisations in Year 7 answering enquiry questions focusing on African kingdoms and Mansa Musa. Students have also looked at the disciplinary concept of change and used sources/interpretations to help form conclusions from the past. The abolition of transatlantic slavery must be placed in the context of economic and social change in Britain. You should consider the role of mass mobilization of the public, women, and African abolitionists in Britain, as well as the parliamentary campaign. The impact of resistance of the enslaved in the Caribbean should form an equal part of the discussion of antislavery.* *This enquiry will focus on historical interpretations, in this instance from David Olusoga (slavery = the monster) and Akala (chattel slavery). In this enquiry students will evaluate when we could say slavery was abolished: was it in 1807 when the British government moved towards abolishing slavery across the Empire, or at a different, less tangible point. Students will study key factors in the abolition to form their own substantiated answer to this question. By the early 1830s, the slave owners were losing the battle to defend slavery. Inspired by their religious faith and humanitarian values, the abolitionists were winning the moral argument. In 1832, the government finally started making plans to abolish slavery altogether. This enquiry will shift the point of view to explore history through the biographies of previously marginalised individuals, centring their lives rather than referring to them within an overarching story about Europe.**This enquiry links directly to the AUT2 enquiry in terms of chronology and subject content, which will evaluate how the cotton that fuelled Britain’s mills and factories (Industrial Revolution) came directly from the American South – produced through the labour of nearly two million African slaves.* |
| **Success criteria** | 🗸 | X |
| 1. I can understand what a historical interpretation is.
2. I can describe how the Transatlantic slave trade began.
3. I can explain the cultural retention that took place.
4. I can describe the rebellions experienced.
5. I can evaluate the role of abolitionists.
6. I can reach a judgment about the transatlantic slave trades real time of death.
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| **Unit summative and formative assessment details:**Students will answer the enquiry question with an extended writing task*What can artefacts tell us about Roman Britain?* |
| **Home Learning (What and how often:)****Fortnightly online quizzes.**  |
| **Topic Sequence*** Chattel slavery concept
* Transatlantic slave trade impact on others
* Nanny of the Maroons
* Saint Domingue rebellion
* Abolitionists
* Abolition Act
* British Government compensation scheme
 | **Recommended reading to support Home Learning:** **BBC bitesize****https://www.bbc.co.uk/bitesize/topics/z2qj6sg**Black and British, A Forgotten History (part 3 – google arts & culture):<https://artsandculture.google.com/exhibit/black-and-british-a-forgotten-history-part-3-black-cultural-archives/TAJCgC25UDySKQ?hl=en> Cargo Resources - <http://cargomovement.org/classroom/menu.html> Black and British, David Olusoga, ‘Monster is Dead’ chapter:[https://books.google.co.uk/books?id=uijbCwAAQBAJ&pg](https://books.google.co.uk/books?id=uijbCwAAQBAJ&pg=PA230&lpg=PA230&dq=During+the+election+of+1832++the+activities+of+the+abolitionists+reached+a+crescendo.+Reports+from+Jamaica+of+the+persecution&source=bl&ots=-3Or9KKaVK&sig=ACfU3U2W8c9xXbcUvPdGjtHgRPIhB6EUfA&hl=en&sa=X&ved=2ahUKEwjZw9yz2dPxAhVRhlwKHYh0CZIQ6AEwAHoECAIQAw#v=onepage&q=During%20the%20election%20of%201832%20%20the%20activities%20of%20the%20abolitionists%20reached%20a%20crescendo.%20Reports%20from%20Jamaica%20of%20the%20persecution&f=false) |

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| **Success criteria** – Have you met them? Show your evidence in the boxes below.**End of Unit EVALUATION** |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |
| **6.** |
| **How will you improve your work?** |