

emancipation 1838
**MAKING
FREEDOM**

Making Freedom

Emancipation 1838

Windrush Foundation

Education Pack

Guidance Notes

Introduction

Key Stage 2 Resource Pack



Key Stage 2 Education Pack

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Windrush Foundation is a registered charity which designs and delivers heritage education projects and programmes that highlight the contributions mainly of African Caribbean people to the arts, public services, commerce and other areas of socio-economic and cultural life in Britain and the Commonwealth.

The London-based organisation was established in 1996 to promote good community relations, build social cohesion, eliminate discrimination and encourage equality of opportunity for all – placing particular emphasis on addressing issues of 'race', 'ethnicity', equalities and cultural diversity. The teaching and learning activities,

information sources and guidance notes featured in this education pack were compiled and written by Carol Dixon (Heritage Education Consultant), with the support of teachers and students from St Mark's Church of England Primary School (Lambeth, London). Windrush Foundation would like to thank all the staff and young people at St Mark's for helping to pilot and evaluate the materials prior to publication.

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Module Overview (part 1-2)

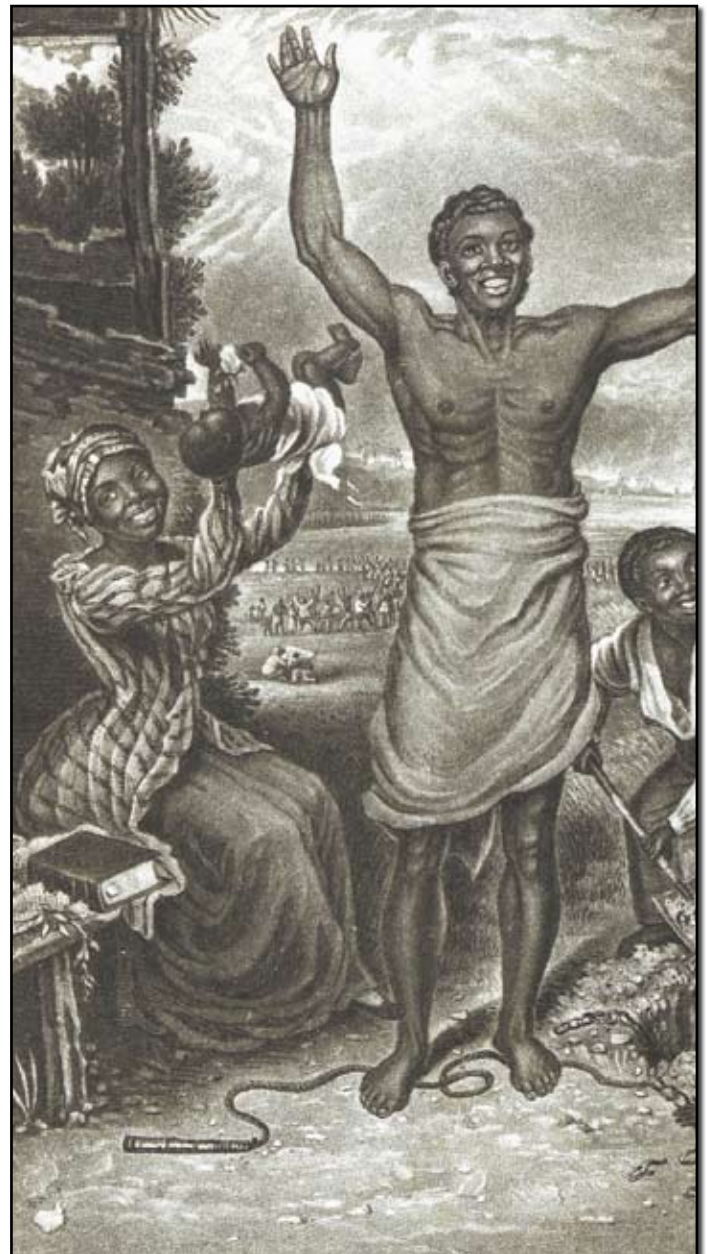
Key Stage 2 Resource Pack

This resource pack forms part of a wider programme of teaching and learning initiatives developed to accompany the Emancipation 1838 project – which includes the provision of exhibition-based gallery talks and tours, online e-learning materials, and community-based heritage education events for children, young people, families and adults.

Although the pack has been designed as a stand-alone educational resource for use in schools and community organisations with children aged 8-10 years, it is hoped that the suggested classroom-based activities will serve as a prelude to students visiting either the touring exhibitions that will be displayed at selected London public libraries from August 2013 onwards, or the main exhibition that will be based in the Royal Geographical Society's Pavilion Gallery from November 2013-January 2014.

The content is closely aligned to the National Curriculum programmes of study for history and geography at Key Stage 2, but also addresses a number of key concepts, processes and themes from other subject areas (particularly English). In addition, the main 'whole curriculum dimensions' covered throughout the unit are: Identity and cultural diversity; The global dimension; Creativity and critical thinking.

Where possible, the learning outcomes have been designed to align with the Generic Learning Outcomes (GLOs) of the Inspiring Learning for All (ILFA) framework (www.inspiringlearningforall.gov.uk) used extensively in museum education and other heritage-related teaching and learning contexts.



Emancipation 1st August 1838 © National Maritime Museum, London

Module Overview (part 2-2)

Key Stage 2 Resource Pack

The overarching aim is for students to understand how and why the histories and lived experiences of people of Caribbean descent are an integral aspect of British history, from which everyone in the UK (from any age group, and all cultural backgrounds) can draw knowledge, understanding, inspiration and insights. Archival materials from collections located in the Caribbean region, as well as in the UK, feature prominently in the listings of recommended information sources to expose learners to a range of diverse research resources that present history from pluralist and diasporic perspectives.

Care has been taken to incorporate a range of historically accurate terms relevant to the period of study in the module's list of key vocabulary. However, as some of these words are now considered out-dated, problematic and/or derogatory within the context of our modern, multicultural society some guidance has been provided regarding their introduction and usage. For example:

- **Enslavement / Slavery:**

The terms "enslavement" and "enslaved African(s)" are preferred to "slavery" and "slave(s)" when referring to 'un-free' Africans in the Caribbean during the era of transatlantic slave trading and plantation slavery prior to 1834. Enslavement more accurately conveys to children and young people that the system of slavery was externally imposed and enforced.

- **Historic descriptors of ethnicity/'race':**

Historic references to terms such as 'Coolie', 'Mulatto', 'Negro', etc. may appear in the titles and texts of some archival sources dating back to the 18th and 19th centuries. If/when these words occur it is important for teachers to point out that

they are considered inappropriate and racially offensive in the present-day. Any of these terms that have been reproduced in secondary sources – e.g. when referring to titles/phrases such as the 'Negro Education Grant' (1835-1845) – have been written within single quotation marks to highlight that they are contentious and, therefore, should be used and explained with sensitivity.

Two detailed indexes of preferred specialist terms are also recommended:

- The glossary used on the National Archives' Caribbean Histories Revealed website: www.nationalarchives.gov.uk/caribbeanhistory/glossary.htm
- The list of subject-indexing terms, and accompanying definitions, used in the CASBAH (Caribbean Studies, Black and Asian History) project database: www.casbah.ac.uk.



Toussaint L'Ouverture (1743–1803) © Anti-Slavery International

Emancipation 1838 Project – Key Stage 2 Module

Introduction Session 1 Title: What do we already know about the Caribbean?

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources |
|--|--|--|---|
| <p>Students should be able to ask and answer historical and geographical questions about the Caribbean region.</p> <p>Students should be able to think critically, constructively and creatively about the issues and topics covered during this session.</p> <p>KEY QUESTIONS:</p> <p>What do we (think we) already know about the Caribbean region?</p> <p>Where do we get our information about places from?</p> <p>What is a stereotype? How do stereotypes differ from facts and opinions?</p> <p>How might we evaluate the reliability of the information we ‘know’ about places?</p> | <p>Antilles</p> <p>Caribbean region</p> <p>Caribbean sea</p> <p>Emancipation</p> <p>Enslavement / Slavery</p> <p>Fact</p> <p>Freedom</p> <p>Leeward / Windward Islands</p> <p>Opinion</p> <p>Nineteenth century</p> <p>Stereotype</p> <p>West Indies</p> | <p>STARTER(S):</p> <p>Display a large map of the Caribbean region and pose the question: Where do we get our information about places from?</p> <p>Compile a group list/spider diagram of the students' responses: e.g. newspapers, TV, radio, Internet, libraries, museum exhibitions, archives, word-of-mouth, etc.</p> <p>Working in small groups (of c.3-5 people), students brainstorm everything they (think they) know about the Caribbean onto sheets of poster paper – (using prompts, as required) re. arts and culture, economics, geography/ environmental issues, languages, history, religion, science and technology, people/places/events, etc.</p> <p>They then reflect on the reliability of their responses, by using different marker pens / colouring pencils to underline and differentiate between facts and opinions.</p> <p>Display a definition of the term STEREOTYPE e.g. = “An opinion held by one social group about another. Stereotyping is often used in a negative way to justify prejudice or discrimination. For instance, an opinion that all young people are lazy is a stereotype.”</p> <p>Ask students to re-appraise their group brainstorm responses to identify potential stereotypes</p> <p>MAIN ACTIVITY:</p> <p>In pairs or small groups, students complete the Caribbean quiz featuring a selection of 20-25 multiple-choice and pictorial quiz questions on the history, geography and culture of the Caribbean region</p> <p>PLENARY:</p> <p>Display PowerPoint slides featuring answers to the quiz questions to introduce and help reinforce some of the key vocabulary, dates, people, places and events that will be covered throughout the rest of the module.</p> | <p>Map of the Caribbean region – displaying the main island groups (Greater/Lesser Antilles, Leeward, Windward, etc.) as well as the names of individual nations. e.g. Caribbean Histories Revealed Map www.nationalarchives.gov.uk/caribbeanhistory/map-large.htm.</p> <p>Glossary of key vocabulary about Caribbean history www.nationalarchives.gov.uk/caribbeanhistory/glossary.htm</p> <p>Poster paper and colouring pencils for the group brainstorm activities.</p> <p>Quiz sheets and PowerPoint slideshow of answers</p> <p>NOTES.</p> <p>A more creative alternative to using individual quiz question sheets would be to cut out sets of resources and place them in envelopes to run (timed) matching-up activities, with the students working in pairs or small groups. For example:</p> <ul style="list-style-type: none"> • 10x outline maps of Caribbean countries and their corresponding place-name labels • 10x colour printouts of national flags and their corresponding country name labels • 10x pictures and names of capital cities and separate country labels • 10 pictures of famous Caribbean key figures and their birthplace names, etc. <p>Sound/audio files and film clips featuring different types of Caribbean music, dance styles, carnival arts, etc. could also be used in place of written quiz questions about arts and popular culture.</p> |

Emancipation 1838 Project – Key Stage 2 Module

Introduction Session 1 Title: What do we already know about the Caribbean?

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|--------------|--|---|---|--|--|--|
| Introduction | <p>Students should be able to ask and answer historical and geographical questions about the Caribbean region.</p> <p>Students should be able to think critically, constructively and creatively</p> | <p>What do we (think we) already know about the Caribbean region?</p> <p>Where do we get our information about places from?</p> <p>What is a stereotype? How do stereotypes differ from facts and opinions?</p> <p>How might we evaluate the reliability of the information we 'know' about places?</p> | <p>Students will have discussed, compared and contrasted their prior knowledge of the Caribbean region with their peers</p> <p>Students will have gained a greater understanding of how to distinguish between facts and opinions</p> <p>Students will have begun to see a range of historical and geographical vocabulary to describe the Caribbean region</p> | <p>Antilles</p> <p>Caribbean region</p> <p>Caribbean sea</p> <p>Emancipation</p> <p>Enslavement / Slavery</p> <p>Fact</p> <p>Freedom</p> <p>Leeward / Windward Islands</p> <p>Opinion</p> <p>Nineteenth century</p> <p>Stereotype</p> <p>West Indies</p> | <p>Introductory icebreaker activity featuring a selection of 20-25 multiple choice and pictorial quiz questions on the history, geography and culture of the Caribbean region</p> <p>PowerPoint slides featuring answers to the quiz questions, that the teachers can use to introduce and help reinforce some of the key vocabulary, dates, people, places and events that will be covered throughout the rest of the module.</p> <p>Glossary of key vocabulary</p> | <p>History: Chronological understanding of change and continuity</p> <p>History: Recalling, selecting and organising historical information</p> <p>Historical enquiry: Finding out about events, people and changes from a range of information sources</p> <p>English comprehension: Distinguishing between fact and opinion</p> <p>English: Communication - Talking effectively and making contributions as members of a group</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 2 - Session Title: Resistance Research (Heroes/Heroines) Project

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources | | | | | | |
|---|---|---|--|--|--|---|-----------------------------|--|--|
| <p>Students should be able to use a range of sources to produce a group poster about the life experiences, achievements and significance of a selected historical figure involved in resistance to enslavement and the struggle for emancipation before 1838, as well as campaigns to improve the lives of the free poor after 1838.</p> <p>KEY QUESTIONS:</p> <p>Who were Toussaint L'Ouverture, Mary Prince, Sam Sharpe and Paul Bogle?</p> <p>When and where did they live?</p> <p>What historical events and changes were they involved in?</p> <p>How did they influence change in their local communities, home countries and internationally?</p> <p>Why are their life stories still important and significant today?</p> | <p>Abolition</p> <p>Anti-slavery</p> <p>Apprenticeship</p> <p>Biography</p> <p>Emancipation</p> <p>Enslavement / Slavery</p> <p>Freedom</p> <p>Hero / Heroine</p> <p>Inequality</p> <p>Injustice</p> <p>Legislation</p> <p>Liberty</p> <p>Maroons / Acts of Marronage</p> <p>Plantation</p> <p>Proclamation</p> <p>Resistance</p> <p>Revolt / Revolution</p> | <p>STARTER(S):</p> <p>Display a timeline about key dates, events and people connected to Caribbean resistance history, from 1791 (Haitian Revolution) through to 1900 – including major anti-slavery revolts, workers' uprisings and legislative changes.</p> <p>Students select one of the resistance campaigners to research in depth, in small groups (c.3-5 people)</p> <p>A starter pack of basic information sources is available for each key figure – comprising a biography, birthplace location map, timeline of events, portraits/illustrations, and listings of relevant books and websites, etc.</p> <p>MAIN ACTIVITY:</p> <p>Students review and discuss all the content in their resource pack and complete two (or more) of the research activities provided to create a group poster.</p> <p>In addition to drafting basic biographical texts, timelines and location maps, students should be encouraged to creatively represent their poster information via the use of poetry, storyboard graphics/ illustrations, song lyrics, portraiture, other artwork, and statistical/pictorial charts.</p> <p>Each group should also prepare a 5-minute talk about their resistance hero/heroine to present to their peers.</p> <p>In preparation for the oral presentations, students should compile a series of research questions (Who?, What?, Where?, When?, Why? How?) to pose to the other groups and generate a Q & A/discussion session.</p> <p>PLENARY:</p> <p>Working individually, students complete a self-assessment writing frame to reflect on what they have learned during the group research process – including feedback on what they enjoyed, found challenging, or would like to know more about to expand their knowledge and develop independent research skills.</p> | <p>Writing frame activity sheets – to help draft short biographies about the selected key figures, and also complete the reflective evaluation at the end of the session</p> <p>Digital copies of archival materials – including paintings, photographs, newspaper illustrations, letters and other manuscripts, etc.</p> <p>Poetry, prose extracts and song lyrics relating to the key figures and events under investigation (E.g. The Ballad of Sixty-Five, by Alma Norman – a poem about Paul Bogle & the 1865 Morant Bay Rebellion)</p> <p>Statistical information sources (e.g. Plantation records, Parish registers, etc.)</p> <p>World atlas and maps of the Caribbean region: including blank outline maps of selected islands/nations</p> <p>Timeline: c. 1790s-present</p> <p>Example of the poster content and layout</p> <div data-bbox="1536 1110 2056 1528" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">PROJECT ON: PAUL BOGLE</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 5px;">BIOG. ABOUT BOGLE'S LIFE & ACHIEVEMENTS</td> <td style="width: 50%; padding: 5px;">MAPS / NEWS CUTTINGS & STATS.</td> </tr> <tr> <td style="width: 50%; padding: 5px;">PORTRAITS / PHOTOGRAPHS / EXTRACTS OF BOGLE'S LETTER TO QUEEN VICTORIA, etc...</td> <td style="width: 50%; padding: 5px;">POETRY / SONG LYRICS</td> </tr> <tr> <td colspan="2" style="padding: 5px;">TIMELINE OF 19TH C. HISTORICAL EVENTS TEXT)</td> </tr> </table> </div> | BIOG. ABOUT BOGLE'S LIFE & ACHIEVEMENTS | MAPS / NEWS CUTTINGS & STATS. | PORTRAITS / PHOTOGRAPHS / EXTRACTS OF BOGLE'S LETTER TO QUEEN VICTORIA, etc... | POETRY / SONG LYRICS | TIMELINE OF 19TH C. HISTORICAL EVENTS TEXT) | |
| BIOG. ABOUT BOGLE'S LIFE & ACHIEVEMENTS | MAPS / NEWS CUTTINGS & STATS. | | | | | | | | |
| PORTRAITS / PHOTOGRAPHS / EXTRACTS OF BOGLE'S LETTER TO QUEEN VICTORIA, etc... | POETRY / SONG LYRICS | | | | | | | | |
| TIMELINE OF 19TH C. HISTORICAL EVENTS TEXT) | | | | | | | | | |


Emancipation 1838 Project – Key Stage 2 Module

Session Number: 2 - Session Title: Resistance Research (Heroes/Heroines) Project

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|---|--|--|---|--|---|---|
| 1. Caribbean resistance research activity | Students should be able to use a range of sources to produce a group poster about the life experiences, achievements and significance of a selected historical figure involved in resistance to enslavement and the struggle for emancipation before 1838, as well as campaigns to improve the lives of the free poor after 1838 | <p>Who were Toussaint L'Ouverture, Mary Prince, Sam Sharpe and Paul Bogle?</p> <p>When and where did they live?</p> <p>What historical events and changes were they involved in?</p> <p>How did they influence change in their local communities, home countries and internationally?</p> <p>Why are their life stories still important and significant today?</p> | <p>Students will have extracted appropriate information from a variety of sources to produce a group poster about their resistance hero/heroine</p> <p>Students will be able to place these important Caribbean life stories within the context of what was happening elsewhere in the world at that time (particularly in the UK)</p> <p>Students will have begun to understand some of the reasons why the Act of Abolition of Slavery in the British Colonies was passed in 1834, and emancipation from enslavement was achieved in 1838.</p> <p>Students will have learnt about the geography of the Caribbean region</p> | <p>Abolition</p> <p>Anti-slavery</p> <p>Biography</p> <p>Emancipation</p> <p>Enslavement / Slavery</p> <p>Freedom</p> <p>Hero / Heroine</p> <p>Inequality</p> <p>Injustice</p> <p>Legislation</p> <p>Liberty</p> <p>Maroons / Acts of Marronage</p> <p>Plantation</p> <p>Proclamation</p> <p>Resistance</p> <p>Revolt / Revolution</p> | <p>Writing frame activity sheets – to help draft short biographies about the selected key figures</p> <p>Digital copies of archival materials – including paintings, photographs, newspaper illustrations, letters and other manuscripts, etc.</p> <p>Poetry, prose extracts and song lyrics relating to the key figures and events under investigation (E.g. The Ballad of Sixty-Five by Alma Norman – a poem about the Morant Bay Rebellion in Jamaica during 1865)</p> <p>Newspaper cuttings</p> <p>Statistical information sources (E.g. Plantation records, Parish registers)</p> <p>Maps of the Caribbean region: including blank outline maps of selected islands/nations</p> <p>Project timeline: 1790-present</p> <p>World Atlas</p> | <p>History: Chronological understanding of change and continuity</p> <p>Historical enquiry: Interpretation and analysis of primary and secondary historical sources</p> <p>Citizenship: Exploring different kinds of rights and obligations and how these affect both individuals and communities.</p> <p>Citizenship: Weighing up what is fair and unfair in different situations</p> <p>English communication: Talking effectively and making contributions as members of a group</p> <p>Geography: Identifying and describing what places are like.</p> <p>Geography: Using atlases, maps and plans at a range of scales</p> <p>Mathematics: Interpreting statistical data</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 3 - Session Title: Emancipation Day - Front Page News Story

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources |
|---|---|--|--|
| <p>Students should be able to use (primary and secondary) historical sources to create an illustrated front-page newspaper article about the Emancipation Day celebrations that took place on 1st August 1838.</p> <p>KEY QUESTIONS:</p> <p>What do the sources tell us about people's lives during the 19th century?</p> <p>Which countries in the Caribbean achieved emancipation in 1838?</p> <p>Why did these countries (and not others) achieve emancipation?</p> <p>What was the 'apprenticeship' system (1834-38)?</p> <p>How was Emancipation Day 1838 celebrated?</p> <p>Why is the 1st August still commemorated throughout the Caribbean today?</p> | <p>Anglophone (English-speaking)</p> <p>Apprenticeship</p> <p>Archive</p> <p>Article</p> <p>Celebration</p> <p>Commemoration</p> <p>Emancipation</p> <p>Freedom</p> <p>Indentured labour / Indentureship</p> <p>Legacy</p> <p>Liberty</p> <p>Proclamation</p> | <p>STARTER(S):</p> <p>Teachers should distribute the extracts from 19th century newspaper articles, account transcripts and images illustrating events that took place in the Caribbean on Emancipation Day (1st August 1838).</p> <p>Using colouring pencils the students should 'code' / underline the written content according to the different activities mentioned (E.g. religious activities, singing, music and dancing, public speeches, marches, community meetings, symbolic events - such as setting up 'free villages', etc.)</p> <p>Using the key questions as a guide each student should choose one Caribbean country and draft their own front-page news article summarizing events that took place on Emancipation Day 1838.</p> <p>MAIN ACTIVITY:</p> <p>Students should use the Word or PowerPoint templates provided to format their news article into an historical illustrated newspaper front-page story about Emancipation Day.</p> <p>PLENARY:</p> <p>Students should be encouraged to source (or draw) illustrations – including maps, paintings and sketches of plantations, portraits of key figures, etc.</p> <p>Additional content could be adapted from the following sites:</p> <ul style="list-style-type: none"> BBC History – Abolition of the Slave Trade - http://www.bbc.co.uk/history/british/abolition/ The Caribbean Photo Archive (which includes some late 19th century photographs as well as earlier paintings, drawings and sketches) – http://www.caribbeanphotoarchive.com/ Digital Library of the Caribbean (DLOC) - http://www.dloc.com/ | <ul style="list-style-type: none"> Extracts (and transcripts) of 19th century news stories about events in the Caribbean after August 1st 1838, sourced from the British Library's Newspaper Archive (www.britishnewspaperarchive.co.uk/). Illustrations from archival sources detailing events from 1838 (sourced from the National Archives, National Maritime Museum and DLOC collections, etc.). Newspaper article templates (printed and electronic). Relevant 19th century timelines of key dates and events concerning enslavement, abolition and emancipation - available via the following websites: Discovering Bristol 19th Century Timeline - http://discoveringbristol.org.uk/slavery/timeline/19th-century/ Anti-Slavery Recovered Histories Project Timeline Tour - http://www.recoveredhistories.org/tour.php <p>NOTES.</p> <p>This illustration – titled 'Celebration of the 1st of August 1838 at Dawking Caymanas, near Spanish Town, Jamaica' – by R. A. Leighton (1838) is in the National Maritime Museum's online image gallery at http://collections.rmg.co.uk/.</p>  |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 3 - Session Title: Emancipation Day - Front Page News Story

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|--------------------------|--|---|---|---|---|--|
| 2. Front Page News Story | Students should be able to use (primary and secondary) historical sources to create an illustrated front-page newspaper article about the Emancipation Day celebrations that took place on 1st August 1838 | <p>What do the primary and secondary sources tell us about people's lives in the Caribbean region during the 19th century?</p> <p>Which countries in the Caribbean achieved emancipation in 1838?</p> <p>Why did these countries (and not others) achieve emancipation?</p> <p>Who were emancipated, and what were they emancipated from?</p> <p>What was the 'apprenticeship' system (1834-38)?</p> <p>How was Emancipation Day 1838 celebrated?</p> <p>Why is the 1st August still commemorated throughout the Caribbean today?</p> | <p>Students will have gained greater understanding and awareness of the differences between enslavement and freedom</p> <p>Students will have gained experience of structuring and sequencing the content of a news story.</p> <p>Students will be able to distinguish between primary and secondary sources</p> <p>Students will have improved their narrative non-fiction writing skills</p> <p>Students will have gained (and enhanced) basic graphic design skills – including ICT-based skills</p> | <p>Anglophone (English-speaking)</p> <p>Apprenticeship</p> <p>Archive</p> <p>Article</p> <p>Celebration</p> <p>Commemoration</p> <p>Emancipation</p> <p>Freedom</p> <p>Indentured labour / Indentureship</p> <p>Legacy</p> <p>Liberty</p> <p>Proclamation</p> | <p>Archival materials featuring accounts about how Emancipation Day was announced and marked throughout the Caribbean on and after 1st August 1838</p> <p>Historical articles and published notices about the events of 1st August 1838 reported in Caribbean and UK-based newspapers - sourced from the British Library (The British Newspaper Archive www.britishnewspaperarchive.co.uk) the Caribbean Newspaper Digital Library (CNDL http://dloc.com/cndl/) and the Jamaica Gleaner newspaper archive (http://gleaner.newspaperarchive.com/)</p> <p>A selection of recent front pages from present-day newspapers to illustrate different design features, typographic styles and layouts</p> <p>ICT-based templates for designing front page news articles</p> | <p>Historical enquiry: Finding out about events, people and changes from a range of information sources</p> <p>Historical enquiry: Selecting information relevant to the focus of the enquiry</p> <p>History: Communicating knowledge and understanding of history in a variety of ways (E.g. drawing, writing, using ICT)</p> <p>English: Reading for information - Skimming and scanning texts to obtain information</p> <p>English comprehension: Distinguishing between fact and opinion</p> <p>Geography: Describing and explaining how and why places are similar to and different from other places</p> <p>ICT: Searching and selecting suitable sources from the Internet, and checking the content for accuracy</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 4 - Session Title: The Time Traveller's Guidebook

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources |
|---|---|--|--|
| <p>Students should be able to compare and contrast UK school life in the 21st century with Caribbean children's education experiences after Emancipation (c. 1838 – 1865)</p> <p>KEY QUESTIONS:</p> <p>What do the primary and secondary sources tell us about children's education in the Caribbean during the 19th century?</p> <p>What, where and when did children learn?</p> <p>Why were Sunday Schools important in the years after Emancipation?</p> | <p>Agriculture</p> <p>Apprentice</p> <p>Belief</p> <p>Bible / Biblical studies</p> <p>Chattel house</p> <p>Child labour</p> <p>Christian denominations (Baptists, Moravians, Quakers, Roman Catholics, Wesleyans, etc.)</p> <p>Colony</p> <p>Field gang</p> <p>Missionary / Missionaries</p> <p>Planter / Plantation owner</p> <p>The Mico Trust / The Mico Charity</p> <p>'Negro Education Grant' (1835-1845)</p> <p>Racism</p> <p>Religion</p> <p>Sunday School</p> | <p>STARTER(S): Students read the extracts and look at the illustrations about children's education in the Caribbean before the abolition of slavery, and after Emancipation.</p> <p>Using the 24-hour radial template showing a typical day for a child attending one of the new schools for the free poor after Emancipation in the 1840s, the students colour-code the sections to explore how time was spent.</p> <p>Students also complete their own template to show a typical school day in the 21st century, and summarise the similarities and differences between school life in the UK and students' lives in the Caribbean in the 19th century.</p> <p>MAIN ACTIVITY: Using the information sources provided students should work in pairs to draft a set of instructions for a 21st century child travelling back in time to the Caribbean in the mid-19th century (c. 1838-1865).</p> <p>Each pair should aim to draft between 5-10 sentences offering suggestions about what to expect in terms of the number of hours spent at school, the lessons studied, how to behave in the classroom, class sizes, equipment and learning materials, clothing, food, etc.</p> <p>The pairs should then feedback their ideas to the rest of the class, with each person selecting one of their statements to reproduce as an illustrated page for the collective resource, 'The Time Traveller's Guidebook.'</p> <p>PLENARY: Students should write a reflective statement about how children's lives have changed since the 19th century.</p> | <p>Paraphrased extracts from secondary sources describing education provision for Caribbean children after Emancipation.</p> <p>Archival materials featuring images and descriptions of 19th century children's lives in the Caribbean (For balance, comparative images of children in Victorian Britain should also be presented alongside to actively challenge and counteract stereotypes about poverty in the Global South, and make students aware of the historical similarities with 19th century life for the poor in the UK).</p> <p>Radial templates divided into 24-hour sections.</p> <p>NOTES. The main narrative for this lesson was adapted from the following text:</p> <p>Bacchus, M. K. (1990) Utilization, misuse and development of human resources in the early West Indian colonies from 1492 to 1845. Waterloo, Ontario, Canada: Wilfrid Laurier University Press (Chapter 9 - 'Education Provision After Emancipation' pp. 230-266; Chapter 10 - 'Post-Emancipation Primary School Curriculum' pp.268-298; Chapter 11 - 'Teachers and Their Preparation Prior to 1845' pp. 300-333)</p> <p>Visual images were sourced online from archives such as the Royal Geographical Society Image Library (http://images.rgs.org/) and BBC Primary History – Victorian Britain</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 4 - Session Title: The Time Traveller's Guidebook

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|----------------------------------|--|---|---|---|---|--|
| 3. Time Traveller's Guidebook | Students should be able to compare and contrast UK school life in the 21st century with Caribbean children's education experiences after Emancipation (c. 1838 – 1865) | <p>What do the primary and secondary sources tell us about children's education in the Caribbean during the 19th century?</p> <p>What, where and when did children learn?</p> <p>Why were Sunday Schools important in the years after Emancipation?</p> | <p>Students will have learnt how to scan and extract relevant information from primary and secondary sources</p> <p>Students will have improved their understanding of the differences between children's lives and educational experiences in the Caribbean during the 19th century and their own present-day school experiences in the UK</p> <p>Students will have developed and practiced their empathetic writing skills</p> <p>Students will have learnt how to sequence, summarise and present historical information in creative ways</p> | <p>Agriculture</p> <p>Apprentice</p> <p>Belief</p> <p>Bible / Biblical studies</p> <p>Chattel house</p> <p>Child labour</p> <p>Christian denominations (Baptists, Moravians, Quakers, Roman Catholics, Wesleyans, etc.)</p> <p>Colony</p> <p>Field gang</p> <p>Missionary / Missionaries</p> <p>Planter / Plantation owner</p> <p>The Mico Trust / The Mico Charity</p> <p>'Negro Education Grant' (1835-1845)</p> <p>Racism</p> <p>Religion</p> <p>Sunday School</p> | <p>Paraphrased extracts from secondary sources describing education provision for Caribbean children after Emancipation - E.g. Bacchus, M. K. (1990) Utilization, misuse and development of human resources in the early West Indian colonies from 1492 to 1845. Waterloo, Ontario, Canada: Wilfrid Laurier University Press (Chapter 9 - 'Education Provision After Emancipation' pp. 230-266; Chapter 10 - 'Post-Emancipation Primary School Curriculum' pp.268-298; Chapter 11 - 'Teachers and Their Preparation Prior to 1845' pp. 300-333)</p> <p>Archival materials featuring images and descriptions of 19th century children's lives in the Caribbean</p> <p>Note-taking templates to help students compare and contrast education experiences in the 19th and 21st centuries</p> | <p>Historical enquiry: Asking and answering questions about the past</p> <p>History: Chronological understanding of change and continuity</p> <p>History: Organisation and communication of knowledge and understanding of history in a variety of ways (E.g. drawing, writing, using ICT)</p> <p>Geographical knowledge and understanding of places: Identifying how and why places change.</p> <p>English – Writing: Drafting and developing ideas from an initial plan into a structured written text</p> <p>English – Writing composition: Using features of layout, presentation and organisation effectively</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 5 - Session Title: Legacies and Links

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources | | | | | | | | | | | | |
|---|---|---|--|-----------|-----------|-----------|--------|--------|--------|-----------|-----------|-----------|--------|--------|--------|
| <p>Students should examine sources about the lives of selected Caribbean key figures born within 100 years of Emancipation (1838-1938) who also made an impact on British society and cultural life and select one to produce a documentary film storyboard illustrating their achievements and historical significance.</p> <p>KEY QUESTIONS:</p> <p>Who were Claudia Jones, Una Marson, Dr Harold Moody, Dr James Russell, Henry Sylvester Williams?</p> <p>When and where were they born?</p> <p>When and why did they travel to the UK?</p> <p>What were their professions / occupations?</p> <p>What impact(s) did they make on British society?</p> <p>Why is it important to research these individuals' lives today?</p> <p>Why are they considered to be pioneers?</p> | <p>Achievement</p> <p>Anti-racism</p> <p>Biography</p> <p>British Empire</p> <p>Colony</p> <p>Contribution</p> <p>Documentary</p> <p>Immigrant / Immigration</p> <p>Emigrant / Emigration</p> <p>Equality</p> <p>Legacy</p> <p>Migrant / Migration</p> <p>Pioneer</p> <p>Racism</p> | <p>STARTER(S): Working individually, or in pairs, students select one person from the list of key figures to research in depth, using the links to online biographies, documentary film clips on YouTube, and printed information sources (E.g. newspaper obituaries, photographs, etc.).</p> <p>MAIN ACTIVITY: Using an A4-sized storyboard template students draft between 6-10 short statements summarizing the main events in their key figure's life and place them in chronological order. A suitable illustration and sub-heading should be created for each section.</p> <p>The section headings could include:</p> <ul style="list-style-type: none"> • Birthplace and Date of Birth • Early Years • Childhood and Education • Working Life • Migration / Leaving Home • Key Achievements • Life in Britain / Links to Britain • Legacy / A Place in History <p>Once the draft storyboards have been completed, students should use a sheet of A1-A3-sized paper to produce an enlarged copy for display.</p> <p>Alternatively, students could develop their drafts into PowerPoint presentations or illustrated booklets.</p> <p>PLENARY: Individuals or pairs should have an opportunity to present (or record and show) the content from their documentary storyboards to their peers.</p> <p>An extension activity could also include writing an historical obituary and/or drafting lyrics for a political calypso about the selected key figure.</p> | <ul style="list-style-type: none"> • Storyboard templates (differentiated to suit a range of ability and language levels). • Information sheets about the selected key figures. • World atlas and maps of the Caribbean region. <p>A1-A3-sized paper and colouring pencils.</p> <p>ICT facilities to view online biographies, photographs and film clips from sites such as:</p> <ul style="list-style-type: none"> • 100 Great Black Britons - www.100greatblackbritons.com/ • Jeffrey Green's Black Victorians and Edwardians website - www.jeffreygreen.co.uk/ • Moving Here: 200 Years of Migration in England - www.movinghere.org.uk/ • The National Archives' – Caribbean Through a Lens Project - www.nationalarchives.gov.uk/caribbean/ <p>NOTES. Layout of the biographical film storyboard:</p> <table border="1" data-bbox="1536 1182 2163 1533"> <tbody> <tr> <td>Picture 1</td> <td>Picture 2</td> <td>Picture 3</td> </tr> <tr> <td>Text 1</td> <td>Text 2</td> <td>Text 3</td> </tr> <tr> <td>Picture 4</td> <td>Picture 5</td> <td>Picture 6</td> </tr> <tr> <td>Text 4</td> <td>Text 5</td> <td>Text 6</td> </tr> </tbody> </table> | Picture 1 | Picture 2 | Picture 3 | Text 1 | Text 2 | Text 3 | Picture 4 | Picture 5 | Picture 6 | Text 4 | Text 5 | Text 6 |
| Picture 1 | Picture 2 | Picture 3 | | | | | | | | | | | | | |
| Text 1 | Text 2 | Text 3 | | | | | | | | | | | | | |
| Picture 4 | Picture 5 | Picture 6 | | | | | | | | | | | | | |
| Text 4 | Text 5 | Text 6 | | | | | | | | | | | | | |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 5 - Session Title: Legacies and Links

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|-----------------------|--|---|--|---|---|---|
| 4. Legacies and Links | <p>Students should examine a variety of sources about the lives of selected Caribbean key figures born within 100 years of Emancipation (1838-1938) who also made an impact on British society and cultural life.</p> <p>Building on all of their knowledge from the module, students will produce a documentary film storyboard illustrating the achievements and historical significance of their chosen key figure.</p> <p>Extension activities could also include writing an historical obituary and/or drafting lyrics for a political calypso about the selected key figure.</p> | <p>Who were Claudia Jones, Una Marson, Dr Harold Moody, Dr James Russell, Samuel Smith and Henry Sylvester Williams?</p> <p>When and where were they born?</p> <p>When and why did they travel to the UK?</p> <p>What were their professions / occupations?</p> <p>What impact(s) did they make on British society?</p> <p>Why is it important to research these individuals' lives today?</p> <p>Why are they considered to be pioneers?</p> | <p>Students will have learnt how to summarise information from a variety of sources.</p> <p>Students will have gained knowledge and understanding about the contributions of selected Caribbean figures to British society.</p> <p>Students will have learnt how to sequence and present historical information in creative ways</p> | <p>Achievement</p> <p>Anti-racism</p> <p>Biography</p> <p>British Empire</p> <p>Colony</p> <p>Contribution</p> <p>Documentary</p> <p>Immigrant / Immigration</p> <p>Emigrant / Emigration</p> <p>Equality</p> <p>Legacy</p> <p>Migrant / Migration</p> <p>Pioneer</p> <p>Racism</p> | <p>Storyboard templates – to help draft text and illustrations for a documentary film outline (comprising c.6-10 sections: E.g. Place and date of birth; Childhood and education; Working life; Key achievements; Links to Britain; Historical significance / legacy, etc.).</p> <p>A selection of obituaries published in Caribbean and UK newspapers about the key figures</p> <p>YouTube film clips and/or biographical information obtained from sites such as 100 Great Black Britons (www.100greatblackbritons.com/) and Jeffrey Green's Black Victorians and Edwardians website (www.jeffreygreen.co.uk)</p> <p>Contextual information about migration between Britain and the Caribbean from sites such as Moving Here (www.movinghere.org.uk) and The National Archives' Caribbean Through a Lens project on Flickr.com.</p> | <p>History: Chronological understanding – placing events, people and changes into correct periods of time</p> <p>History: Knowledge and understanding of events, people and changes in the past</p> <p>Historical enquiry: Using an appropriate range of sources to find out about the events, people and changes studied</p> <p>History: Recalling, selecting and organizing historical information</p> <p>Geographical knowledge: Describing where places are and explaining why they are like they are (in terms of their historical development)</p> <p>Citizenship: Understanding the historic origins of Britain's ethnic and cultural diversity</p> <p>English – Writing: Drafting and developing ideas from an initial plan into a structured written text.</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 6 - Session Title: Should 1st August be commemorated in the UK?

| Key objectives, concepts and/or processes | Key vocabulary | Teaching and learning activities | Resources |
|---|--|--|---|
| <p>Students should be able to develop and present a promotional campaign exploring why 1st August 1838 should be commemorated in the UK</p> <p>Students should be able to debate the historical significance of the 1838 proclamation with their peers</p> <p>Students should be able to relate what they have learnt about the struggle for emancipation in the Caribbean during the 19th century to present-day international campaigns for equality, freedom, human rights, and access to education, etc.</p> <p>KEY QUESTIONS:</p> <p>Why is 1st August 1838 an important date in history?</p> <p>How is Emancipation Day commemorated in the Caribbean today?</p> <p>What is the date's significance in British society today?</p> <p>What are the arguments for /against the designation of August 1st as a UK day of commemoration?</p> | <p>Advertisement</p> <p>Ancestors / Ancestry</p> <p>Anniversary</p> <p>Anti-slavery</p> <p>Campaign</p> <p>Commemoration</p> <p>Culture</p> <p>Entrepreneurship</p> <p>Exhibition</p> <p>Heritage</p> <p>Human rights</p> <p>Legacy</p> <p>Persuasion</p> <p>Remembrance</p> | <p>STARTER(S):</p> <p>Students should look at a calendar/listing of important national and international cultural and historical dates that are remembered/marked annually in the UK – including examples such as International Women's Day, Holocaust Memorial Day, Armistice Day/Remembrance Day (11th November), International Children's Day, Human Rights Day, etc.</p> <p>Using this information as a springboard for debate the students should consider reasons why people choose to remember, commemorate and raise awareness about specific people, places and/or events on a particular day (or week) every year.</p> <p>Working in small groups, students should create a collective brainstorm describing how one of these existing dates is commemorated – listing the symbols and activities they have observed (E.g. 'What happens on Armistice Day/Poppy Day, and why?')</p> <p>MAIN ACTIVITY:</p> <p>In the same small groups students should research (and reflect on what they have learnt in this unit) in order to list reasons why 1st August 1838 is an important historical date (nationally and internationally).</p> <p>Students should arrange their reasons in order of importance and select up to 3 points to include as potential key ideas for mounting a promotional poster campaign to persuade people in the UK that 1st August should be commemorated annually.</p> <p>Each group should create a suitable title, symbolic logo, campaign slogan and appropriate colour scheme for their poster and also draft a short presentation that expresses persuasive arguments in favour of an annual August 1st commemoration in the UK.</p> <p>PLENARY:</p> <p>Group presentations and poster displays.</p> | <p>National and international cultural calendars listing commemorative dates.</p> <p>Website content from sites such as:</p> <ul style="list-style-type: none"> • United Nation International Observances www.un.org/en/events/observances/days • BBC Schools: Festivals and Events - www.bbc.co.uk/schools/events/ <p>Poster paper and art materials.</p> <p>Extension activity: Letter-writing templates to help draft requests for information from relevant cultural/</p> <p>NOTES.</p> <p>In preparation for the session, teachers could collate printed and online examples of posters used by charitable and campaign organisations to commemorate events such as Armistice Day & Holocaust Memorial Day.</p> <p>Students could also be encouraged to broaden their research and information gathering skills by writing letters to High Commissions, tourist boards, museums, archives, and other cultural/historical/heritage organisations to request information about the history of emancipation and the Caribbean region that could be incorporated into their campaigns.</p> <p>The posters and promotional campaigns about August 1st could be filmed or rehearsed to present as role-play campaigns to show to the rest of the school during an assembly / end-of-term event.</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 6 - Session Title: Should 1st August be commemorated in the UK?

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|-------------------|---|---|--|--|---|--|
| 5. Com-memoration | <p>Students should be able to develop and present a promotional campaign exploring why the 1st August 1838 should be commemorated in the UK</p> <p>Students should be able to debate the historical significance of the Emancipation 1838 proclamation with their peers</p> <p>Students should be able to relate what they have learnt about the struggle for emancipation in the Caribbean during the 19th century to present-day international campaigns for equality, freedom, human rights, and access to education, etc.</p> | <p>Why is the 1st August 1838 an important date in history?</p> <p>How is Emancipation Day commemorated and celebrated throughout the Caribbean today?</p> <p>What is the significance of 1st August 1838 to British society today?</p> <p>What are the arguments for and against having the 1st August designated as an annual day of commemoration in the UK?</p> | <p>Students will have learnt how to sift and select appropriate information for a promotional campaign</p> <p>Students will have learnt how to draft and present a persuasive argument</p> <p>Students will have learnt how to sequence, summarise and present historical information in creative ways</p> <p>Students will have improved their graphic design and communication skills through the creation of innovative logos, slogans and strap lines during the development of the promotional campaign</p> | <p>Advertisement</p> <p>Ancestors / Ancestry</p> <p>Anniversary</p> <p>Anti-slavery</p> <p>Campaign</p> <p>Commemoration</p> <p>Culture</p> <p>Entrepreneurship</p> <p>Exhibition</p> <p>Heritage</p> <p>Human rights</p> <p>Legacy</p> <p>Persuasion</p> <p>Remembrance</p> | <p>Letter-writing templates – to help draft correspondence with selected High Commissions, tourist boards, newspapers, archives, museums, etc.</p> <p>Information from the Schools Linking Network (SLN) and British Council about establishing international partnerships with schools in the Caribbean region</p> <p>Information about modern-day issues of global inequality and injustice worldwide – sourced online from organisations such as Anti-slavery International, UNESCO, and Amnesty International</p> <p>Contact details for suppliers of metallic badges, T-shirts, pencils, etc. to use to produce promotional merchandise for the campaign</p> | <p>History: Appreciating the significance of events, people and developments in their historical context, and in relation to the present day</p> <p>Citizenship: Engaging in discussions that foster greater understanding of and respect for diversity</p> <p>Citizenship: Talking and writing about their opinions, and explaining their views with confidence</p> <p>English: Communicating an argument</p> <p>Citizenship and PSHE: Researching, discussing and debating topical issues, problems and events</p> |

Emancipation 1838 Project – Key Stage 2 Module

Session Number: 7 - Session Title: Evaluation

| Session | Learning objectives | Key questions / ideas | Learning outcomes (re. knowledge, understanding, skills acquisition, changed attitudes and values, enjoyment, inspiration and progression) | Key vocabulary | Resources within module (e.g. activity sheets, websites URLs, books, published learning resources, etc.) | Links to key concepts processes and themes within the National Curriculum |
|------------|---|---|--|--------------------------|--|---|
| Evaluation | Students should reflect on the work they have completed and the progress they have made – evaluating what they have learnt, what went well, the challenges encountered and what they might do differently | What have I learnt about 19th century Caribbean history that I did not know before? | <p>Students will have a better understanding of the timeline of events and changes that resulted in Emancipation Day on 1st August 1838</p> <p>Students will have gained a greater awareness of the significance of 1st August 1838 in world history, its present-day relevance, and legacies for people in the UK as well as in the Caribbean region</p> <p>Students will have gained knowledge and understanding about the contributions of selected Caribbean figures to world history</p> <p>Students will have broadened their historical and geographical vocabulary</p> | Evaluation Reflection | <p>Poster paper and Post-it notes to enable students to present information about the new vocabulary, dates, people, events and places studied on a group feedback wall</p> <p>Evaluation proforma / Feedback form comprising 'Likert Scale' questions to help students evaluate their own individual progress</p> | <p>English – Writing: Discussing and evaluating their own and others' writing</p> <p>English: Reviewing and commenting on what has been read, seen or heard throughout the course of the module</p> <p>PSHE: Talking and writing about their opinions, and explaining their views, on issues that affect themselves and society</p> |