

Year 8 Unit 4 Overview-Empire and the Slave Trade.

Completion date:

You will learn about: What the British Empire was, why we had one and who benefitted from it. Additionally you will complete a case study on slavery.



You will develop the skills of: writing detailed descriptions and start to write explanations and judgements.

Additionally, you will discuss the importance/significance of historical events. Furthermore, you will use sources to gather information and start to study interpretations.

<p>Lesson Overview</p> <ul style="list-style-type: none"> • What was the British Empire and why did we have one? • How did the empire increase trade? • Did everyone benefit from the British Empire? • What was the Middle Passage • What was it like to be a slave on the plantations? • Why was the slave trade abolished? • Assessment Essay and Socratic • DIT <p>There might also be enrichment opportunities...</p> <ol style="list-style-type: none"> 1. How have views of the empire changed over time? 2. Why don't we have an empire anymore? 3. Who was responsible for the transatlantic slave trade? 4. What is the Legacy of the transatlantic slave trade and has slavery ended? 	<p>Key Words</p> <p>Abolition – to abolish something, to stop it / get rid of it. Branded – A mark would be burnt onto a body with a red hot iron. Cash crop – Crop grown and sold for profit rather than grown as food for local people. Colony - A country or part of a country ruled by another country. Emancipation – Freedom from slavery Empire - A group of countries under the rule of a single country. Export - Goods sent out of the country. Import – Goods coming in to the country. Imperialist – Someone who thinks having an empire is a good thing. Missionary – a person sent on a religious mission to convert others to Christianity. Plantation – an estate on which crops such as coffee, sugar, and tobacco are grown. Slave – a person who is the legal property of another and is forced to obey them. Trade Triangle - a system in which slaves, crops, and manufactured goods were traded between Africa, the Caribbean, and the American colonies.</p>
<p>Suggested reading or support available</p> <p>Growing Up in Slavery: Stories of Young Slaves as Told by Themselves, edited by Yuval Taylor My Story: Slave Girl, by Patricia McKissack Never Caught: the Story of Ona Judge, by Erica Armstrong Dunbar and Kathleen Van Cleve Chains, by Laurie Halse Anderson Thomas Clarkson's Campaign Chest – Teaching History in 100 Objects, British Museum http://www.teachinghistory100.org/objects/about_the_object/thomas_clarksons_campaign_chest British Empire Facts!, Nat Geographic Kids https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/ The transatlantic slave trade, National Museums Liverpool https://www.liverpoolmuseums.org.uk/history-of-slavery/transatlantic-slave-trade</p>	<p>Cross curricular</p> <p>SMSC: explore emotional concepts, express and respect personal values and feelings, explore ideas of right and wrong and the moral and ethical issues linked to the empire and slave trade. Respect and celebrate diversity.</p> <p>Literacy: Source analysis and inference. PEEL paragraphs.</p> <p>Numeracy: chronology exercises</p>