

Black Lives Matter.

This week's work is based on the history of slavery. The aim of the work is to:

- Explain to children what slavery is;
- Explain to children how slavery began;
- Study the lives and conditions many slaves found themselves living in;
- Discuss tolerance and how important it is.

Once again, the work planned is to run across both years three and four. Year one and two will also be using many similar resources, so if you have a child in KS1 and lower KS2, please feel free to choose just one plan to follow.

Please be aware, that the resources in this unit of work have been carefully chosen so as not to cause distress to children. If you wish to google for more information, please make sure an adult has reviewed the content first.

Monday-objectives:

To understand what slavery is and some of the reasons black Africans were forced in to slavery.

Activity.

1. Read 'The Abolition Project What is slavery?' article as a word document saved on the school website on the year three and year four page;
2. Discuss the following points:
 - That slavery had gone on for many centuries before black Africans were captured and sold as slaves;
 - What it means to be a slave or an enslaved person;
 - What it means to be a Chattel Slave.
3. Watch https://www.youtube.com/watch?v=IufJCh7Rd_Q

This video is a little bit complicated for children, but it explains why many African slaves arrived in America.

Discuss:

- The fact that many people started a new life in America. Many people set up plantations and needed people to work on the plantation. Discuss what the word **plantation** means and that they are a little bit like farms;
 - That many European people agreed to travel from Europe to America to work on the plantations in exchange for their passage to America being paid for;
 - When the passage was paid, after quite some years, those European workers were able to work for themselves;
 - This meant the original farmers no longer had any workers, so African slaves were captured in Africa, shipped to America and sold as slaves for life.
4. Encourage the children to form an opinion on this. Is it right that people were sold as slaves? What does freedom mean to you? Can you imagine that idea of freedom being taken away from you?
 5. Create a mind map of everything you've learnt today about slavery, with the word 'Slavery' in the middle of your page. Your recording can be pictures, writing or a combination of both.

Tuesday – objective:

To introduce and begin to understand Britain and Europe's part in slavery.

Activity.

1. Please see the attached Trans-Atlantic Trade Route map saved on the school website on your child's year group page.
2. Discuss:
 - That 'trans' is a prefix (a group of letters which goes at the front of a word to change its meaning) and on this occasion, means to go across the Atlantic ocean;
 - Start in Europe and follow the arrow to Africa. What did Europeans take to Africa?
 - Follow the arrow to North America. What did the Europeans take to North America? NB: Slaves were sold in the West Indies (the islands between North and South America) and South America too;
 - Follow the arrow from North America back to Europe. What did Europeans bring back to Europe?
 - Discuss the word 'slave trade' and that people were treated as a commodity/ something to sell, in order to get sugar, cotton and tobacco;
 - That because Liverpool is a port on the west coast of England, many traders in Liverpool made a lot of money from the slave trade;
 - That there are many streets in Liverpool named after the slave trade such as Bold Street; Jamaica Street; Penny Lane; Parr Street; Colquitt Street.
3. Add to your mind map from yesterday. What have you learnt today?

Wednesday - objective:

To begin to understand the lives that slaves may have led.

Activity.

NB: You may need to split today's activity in to two sections and carry on tomorrow.

1. Watch <https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr> a short film about Harriet Tubman's life, who was a lady born in to slavery in Maryland. The children are familiar with the BBC life story clips as we watch them in year 3 when we study Mary Anning and Grace Darling, and in year two, when the children studied Rosa Parks;
2. Discuss:
 - When Harriet was born;
 - Where she was a slave;
 - Where her mother and father were from;
 - What she did as a slave;
 - The fact slaves weren't paid at all for the work they did;
 - Living conditions;
 - Harriet's longing for freedom;
 - The incident where a slave escaped and Harriet was hit by the master with a rock;
 - How the blow to the head affected Harriet;
 - Harriet's escape and her perilous journey to Pennsylvania;
 - Her decision to return to her family. What would you have done?
 - Harriet's mission to free other slaves and the underground railroad, which helped slaves to escape.
3. Re watch the film and as you watch it, make notes on what you know about Harriet Tubman. Make sure you keep a track of the dates mentioned in the film ;
4. Listen to/ read today's book " An apple for Harriet" by Glennette Tilley Turner <https://www.youtube.com/watch?v=6j4gaNKhefY> and add to your notes on Harriet. This is down as an afternoon activity on the timetable. Make sure you keep a track of the dates mentioned in the book.

Thursday - objective:

To create a timeline of Harriet Tubman's life.

Activity.

1. Using the information you gathered yesterday, create a timeline of events in Harriet Tubman's life. Re watch the video and listen to the book again, if you need to. Make sure the timeline is beautifully illustrated. In a different coloured pen/ felt tip/ crayon, add your thoughts and opinions on slavery and the life Harriet led.

Friday - objective:

To discuss and debate the quote below, and create an action plan for your hopes and dreams, and the world we live in today.

'Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.'

(Harriet Tubman)

Activity.

1. Discuss the quote from Harriet Tubman above. Consider what your dreams are for you. It's really good to have dreams and aspirations. What do you hope to happen in your life, and how can you aim for those dreams? Create an action plan for your life (see Y 3 and 4 Life Action Plan saved on the school website on your year group's page. You don't actually need to print this out, you could just use the headings;)
2. As you know children, **tolerance** is one of the most important words in school and indeed in life. Consider how you would like people to become more tolerant of one another and put together an action plan for tolerance in school, in our local community, in Britain and across the world (see Y 3 and 4 Tolerance Action Plan. You don't actually need to print this out, you could just use the headings.)