

From Slavery to Civil Rights

Teaching Notes

The web-quest offers students an internet based learning experience.

It will occupy [up to twenty hours](#) of class time, together with up to six hours of homework.



How to use the files on the CD

Your CD contains an HTML file called “index”.

This, together with all of the “.htm” files will launch as web pages in your browser.

The seven web pages and two Power Point files are also on the CD and will run from this “index”, or “Home Page”.

You should place them onto your school server by transferring the files from the CD to the server. Ensure that all of the files on the CD, except for perhaps the Teaching Notes, are placed into the same directory on your server.

Below, on page 2, is an annotated version that shows the content on the “index” file. Hyperlinked files are shown in [blue](#) (some are live links to websites, but most are followed by information as to the files on the CD to which they should link). The instructions for pupils are shown, just on this page, as *italic* type.

The Teaching Notes for each of the eight units, begin on page 3.

From Slavery to Civil Rights

Almost person of African descent in the New World will have an ancestor who was an enslaved African.

Slavery had always existed in Africa, but European involvement from the sixteenth century onwards radically changed the nature and consequences of slavery.

This investigation will help you to investigate and to understand the origins, nature and impact of slavery.

Work through these tasks, in the order in which they are listed and at the pace directed by your teacher.

[The Atlantic Slave Trade](#) (This will hyperlink to “The Atlantic Slave Trade.ppt” Power Point file on the CD.)

Complete this eight slide investigation.

[Instruction Sheet](#) (This will hyperlink to the “Slave Trade Instructions.doc” Word file on the CD.)

[Slaves' Stories](#) *Write an imaginative story about what might have happened to an enslaved African.*

[The abolition of Slavery \(1833\)](#) (This will hyperlink to the “antislaverysoc.htm” file on the CD.)

An investigation into how slavery was abolished in the British Empire.

[The Slave Experience](#) (This will hyperlink to the “slavelife.htm” file on the CD.)

Complete five homework tasks and write an essay.

[The Underground Railroad](#) (This will hyperlink to the “railroad.htm” file on the CD.)

Follow the instructions and print a copy of the finished [answer template](#) (This will hyperlink to the “Underground Railroad Task Sheet.doc” Word file on the CD.)

[American Memories of Slavery](#) (This will hyperlink to the “slavery.htm” file on the CD.)

Complete three tasks either in lessons or as three homework tasks.

[The assassination of President Lincoln](#) (This will hyperlink to the “1865.htm” file on the CD.)

Complete your news report.

[Sharecropping to Civil Rights](#) (This will hyperlink to the “civilrights.htm” file on the CD.)

Complete the tasks on the linked [Task Sheet](#).

Answer the questions on the Civil Rights Movement by completing this [Power Point presentation](#). (This will hyperlink to the “Civil Rights.ppt” Power Point file on the CD.)

[History of Slavery at the National Maritime Museum](#)

Teaching Notes

The Atlantic Slave Trade

Complete an eight slide PowerPoint investigation.

The first task sees students working on a PowerPoint template. There is an instruction page and there are eight editable slides, titled:

What was the Atlantic Slave Trade?

How did the Atlantic Slave Trade develop?

What was the Trade Triangle?

Why was there an Atlantic slave trade?

What was the Middle Passage

What was it like on the Middle Passage?

The legacy of the Middle Passage

Each of these titles frames a question and contains advice on how to approach the answer. The slide also contains hyperlinks that will take students to websites on which they can find relevant information.

Students will need to preview a page to be able to follow the links.

Whether they are required to write their own material, or to select, cut and paste will depend upon ability and your own preferences.

I have generally allowed cutting and pasting for speed, but some students prefer to use their own words.

The “Instruction” sheet is a Word document that tells students how to open, save, follow the hyperlinks and to print the finished presentation.

I would recommend demonstrating how to complete the tasks using a data-projector at the start of the first lesson.

Learning outcome: understanding of the nature, history and legacy of the Atlantic Slave Trade.

Skill: selection of relevant data.

Duration: between one and two hours.

Slaves Stories

Write an imaginative story about what might have happened to an enslaved African.

The work of this unit focuses on developing a student's historical empathy by asking them to produce a piece of historical writing in which they reconstruct the thoughts and feelings of an enslaved African.

"The year is 1780. In this year European traders will take thousands of Africans into slavery. This website follows four of those people. On the next screen you will meet them on board a transatlantic slave ship.

As you follow each person you will see the other three Africans on the left of the screen. Click on them to see what they are experiencing at the same stage of their ordeal - every African had a different experience of slavery."

It is recommended that some time is spent explaining the importance to historians of understanding the points of view of different people in past situations.

Learning outcomes: development of historical empathy and the understanding that people in the past were real people, who may have held different views both to us and to each other.

Skill: historical empathy and reconstructing and communicating about the past.

Duration: one hour.

The Abolition of Slavery in the British Empire

An investigation into how slavery was abolished in the British Empire.

This unit consists of a number of prepared Word templates that students use to produce a "Fact File" about six of the leading anti-slavery campaigners in the UK at the beginning of the nineteenth century. The individuals are:

Thomas Clarkson, Granville Sharp, Ouladah Equiano, Josiah Wedgewood, William Wilberforce and John Wesley.

Each of the profiles is laid out in the form a reporters notebook. There is a space for the students to enter their name, followed by a brief fact-file biography. There is space for a picture, with a hyperlink to suitable graphics. These are stored in the "1833" directory. This directory will need to be placed in the same location as the rest of the web quest files if you are running it from your own server.

There are hyperlinks that students can use to research information on each individual, before deleting the instructions and sending a copy of their work to a printer.

Learning outcomes: research on the importance of the way in which individuals in past are able to bring about change.

Skills: researching, selecting data and communicating about the past.

Duration: two hours.

The Slave Experience

Complete five homework tasks and an essay.

These pieces of work may be set as either class or homework. They are based on resources that are to be found on the History on the Net website. There are four sections:

How Slaves Lived, The Plantation , Work done by Slaves and Slave Punishments.

The aim of the units are to help students to learn about the experience of enslaved Africans in an engaging way, through the completion of the “Quick Quiz” sections on the website. Students can print their scores as evidence of task completion.

There is work on Harriet Beecher Stowe that could be developed into a discussion on the contribution of “Uncle Tom’s Cabin” to the abolitionist movement.

The extension reading from the site brings students face to face with the real words of an enslaved African and will certainly deepen their understanding and empathetic understanding.

Finally the learning of the unit is brought together through a piece of historical writing about the lives of slaves on the plantations. This could be set as a formal piece of essay work that can be assessed against National Curriculum levels of attainment.

Learning outcomes: research on the slave experience in the new World.
Research leading to a piece of structured and assessable writing on the same.
Discussion of the impact of a work of fiction on causing historical change.

Skills: researching, selecting data and communicating about the past.

Duration: two to three hours.

The Underground Railroad

The aim of this unit is to use the resources of the website to enable students to learn about the Underground Railroad in a fun and engaging manner. Students are required to record answers to questions pertinent each section, using a Word template.

The template requires the production of a timeline of the main events in the abolition of slavery in the USA and as such acts as a bridge to subsequent topics.

Learning outcomes: learn about the Underground Railroad through an engaging interactive learning experience.

Discussion of the impact of individuals, notably Frederick Douglass, Harriet Tubman and Harriet Beecher Stowe, in helping the abolition of slavery in the USA.

An understanding of the link between the American Civil War, President Lincoln, the Emancipation Proclamation and the 13th Amendment to the United States Constitution that outlawed slavery.

An understanding of when was slavery abolished in the United States of America.

Skills: researching, selecting data and communicating about the past.

Duration: one hour.

American Memories of Slavery

Complete three tasks either in lessons or as three homework tasks.

The aim of this unit is to give students the experience of using oral history archive material to research the past and to thus gain a better understanding of what it was like to be slave.

The oral archives were recorded as part of Franklin Roosevelt's New Deal. Students will need to listen to sound files and the use of headphones is advised for this task.

Learning outcomes:

Lesson One: Collect information to help you to prepare for a slave auction.

Lesson Two: Design and print the poster that will advertise your "Auction of Slaves".

Lesson Three: Research some information about the lives of slaves.

Lesson Four: Write up an Editorial from the point of view of an abolitionist.

Skill: researching, selecting data and communicating about the past.

Duration: four hours.

The assassination of President Lincoln

Complete a news report.

In this section of the web quest students use internet resources to complete a news report about the assassination of President Lincoln.

The template is a Publisher file, called "The Midwest Mercury". You may wish to edit this to reflect your location calling it, for example, The Godalming Mercury.

Learning outcomes:

Students complete a mini-depth study and at the same time learn about the assassination of President Lincoln.

Students will need to evaluate and select appropriate data to complete the work using the prepared template.

Students develop improved historical empathy and they should be encouraged to view and communicate information and opinion about the event from the point of view of Lincoln's contemporaries.

Skills: researching, selecting data and communicating about the past.

Duration: two hours.

Sharecropping to Civil Rights

Complete the tasks on the linked Task Sheet.

Students follow instructions and links to investigate the development of the Civil Rights movement in the USA.

The task sheet is called “Civil Rights Task Sheet”.

Learning outcomes:

Students learn about the discrimination and segregation that led to the development of the Civil Rights Movement.

Students develop their understanding of chronology and rates of historical change.

Students evaluate the contribution of an individual, Doctor Martin Luther King, to historical change.

Skills: researching, selecting data and communicating about the past.

Duration: three hours.

Civil Rights

Answer the questions on the Civil Rights Movement by completing a Power Point presentation.

The learning of this section involves students in completing and number of editable slides on a provided Power Point file.

The eight slides each contain a “Key Question”

Why did a Civil Rights Movement develop from the early 1950s?

What were the key features of the Montgomery Bus Boycott?

What were the key features of the Little Rock High School incident?

What were the tactics of the Civil Rights movement?

How successful was the Civil Rights movement?

Voices of the Civil Rights movement

Learning outcomes:

Students learn about the key features of the Civil Rights Movement.

Students develop their understanding of chronology and rates of historical change.

Students evaluate the contribution of individuals to historical change.

Skills: researching, selecting data and communicating about the past.

Duration: two hours.