

Lesson sequence

Overall enquiry question	“lick and Lock up done wid” When did plantation workers in Barbados truly become free?	
Learning objectives	To use original sources to investigate the key features of a past society To develop an understanding of the nature of change To develop understanding of the causes and consequences of key events	
Year group	8	
Lessons	<i>2 x 1 hour lessons</i>	
Resources	File name Lesson1 Lesson 2 Assignment explanation “A Proclamation” Message from Lionel Smith Response to Lionel Smith	Description of resource PPT with contextual information, photographs of documents and lesson activities PPT with contextual information and lesson activities PPT with contextual information, hyperlink to BBC classclips and assignment instructions Document co28-113 – photograph and transcript Document co28-114/7 – photograph and transcript Document co28-114 – photograph and transcript

Resources (continued)	Despatches 1 Despatches 2 New York Times Report Interactive timeline Barbados Wanaka_Museum template Success Criteria Living graph	Extracts from Document co321/9 and transcripts New York Times report on the Confederation Riots Timeline and description of key events in Barbados Museum template for designing gallery display Description of activity – design museum/ textbook pages with success criteria Living graph to complete showing freedom of plantation workers!
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Lesson one

Lesson enquiry question	When was the song “lick an Lock up done wid” sung?
Learning objectives	• to describe the apprenticeship system and its impact on plantation workers in Barbados. • to use original documents to reach conclusions.
Resources	1) Lesson PPT 2) “A Proclamation” Document 3) Message from Lionel Smith – document and transcript 4) reply to Lionel Smith – Document and transcript

Time	Activity	Differentiation	Technology	Resources
10	• Study the folk song ‘lick an lock up done wid’ – ask students to consider what it is about and when it was sung. • explain the origins of the song – and that it was sung in 1838 after the abolition of the Apprenticeship system – ask for guesses about what the apprenticeship system was, how it might work, etc.		IWB	• folk song – on ppt (or printed out)
15	• In pairs, read the document ‘A Proclamation’ – which explains the Apprenticeship system • create a list of advantages and disadvantages of this system for the Apprentices and for the slave owners • feedback	• groupings	IWB	• copy of document, glossary

15	• study the document – ‘message from the Governor of Barbados’ • identify the consequences of the Apprenticeship system shown in this document – imagine what former slaves ‘Twitter’ updates might have been! • predict what the response to this letter will be	• groupings • class discussion • G & T – debate over who should take responsibility	IWB	• Copy of document, glossary
10	• study the document – the response from the House of Assembly to the Governor of Barbados • try to transcribe part of the document • read the transcription – discuss the response – who was to blame? What is the House of Assembly’s attitude to the problem? • complete the first part of the ‘living graph’ to show how free plantation workers were by 1838.		IWB	• Copy of document, transcription and glossary • Living graph
10	• Write a letter to a website which has captioned the song “lick an lock up done wid” as 1834 not 1838 – point out the error and explain why.	• sentence starters	IWB	

Lesson two

Lesson enquiry question	<u>What caused the Confederation Riots in 1876?</u>
Learning objectives	• to create a narrative from original documents • to use evidence to research the causes of the Confederation Riots • to prioritise the causes
Resources	1) Lesson PPT 2) National Archives Documents and Transcripts: Despatches from Barbados 3) New York Times report on the Confederation riots

Time	Activity	Differentiation	Technology	Resources
10	• re-cap the apprenticeship system and its consequences • brief description of the proposal to confederate Barbados and the Windward Islands, and how this is considered the trigger of riots in Barbados		IWB	PPT
25	• Divide into 6 groups – there are 3 different documents relating to the causes of the Confederation riots. In groups, study the documents, then portray the contents to the rest of the class through role play/ dramatisation	• groupings		Documents – despatches from Barbados and New York times article

	(this will mean that each document will be portrayed by 2 groups, which could also lead onto a discussion of the different ways groups interpreted the source)			
10	- Summarise the causes of the riots - put the causes in order of importance		IWB	
15	- discussion – how free were plantation workers by 1876? - complete second part of living graph – use the interactive timeline for more information		IWB	Living graph timeline

Lesson three/ Assignment

Lesson enquiry question	<u>When did Plantation Workers in Barbados truly become free?</u>
Learning objectives	To explain how, when and if the problems faced by plantation workers were solved. To use evidence to produce a textbook page/ museum gallery design
Resources	1) Lesson PPT 2) BBC Class Clips 3) previous lesson notes 4) Wanaka Museum PPT

Time	Activity	Differentiation	Technology	Resources
			IWB	http://www.bbc.co.uk/learningzone/clips/9771.flv
	- explain the task – to create either a textbook page or a museum gallery to tell the story of ‘what happened next’ – students can use the interactive timeline, previous lesson notes and the documents (possibly look at how different textbooks currently end their chapters on slavery)	- by outcome (!) - partial design of gallery/ textbook pages	ideally, computers, so that students can produce their galleries / textbook pages in PPT/ Publisher	- Wanaka museum PPT - interactive timeline PPT - Lesson PPT - previous lesson notes on documents - Success criteria – word document