

# Inhuman Traffic: KS2 Learning Resources

## 1. “Inhuman Traffic” Virtual Exhibition

Use this to launch the project. The images and accompanying messages explore different aspects of slavery, relating facts up to the present day. The presentation also tells about the work of some abolitionists, particularly Granville Sharp, who fought to bring an end to the Slave Trade and to slavery itself.

Allow approx 30mins to show and to talk through the presentation, which is available in two formats:

- On the DVD in this pack. This presentation has automatically scrolling images with a backing sound track of the African Slave Song (*Appendix A*)
- On CD as a PowerPoint available from Gloucestershire Archives

## 2. “Master and Slave” Performance

It is recommended that schools book a performance of the Master and Slave play, which helps to interpret the Inhuman Traffic virtual exhibition and looks at other examples of slavery throughout history e.g. in Egyptian and Roman times; its theme is The Abuse of Power. This is followed by a 30min discussion/workshop session led by the two actors.

The performance lasts approx 40mins and can be booked by telephoning Spaniel in the Works Theatre Company on 01453 751925 or emailing [info@spanielworks.co.uk](mailto:info@spanielworks.co.uk)

## 3. Curriculum-linked Activities:

**The learning activities in this pack all relate to PSHE/Citizenship, in particular the SEAL Primary National Strategy “Say No to Bullying” activities for Years 5 and 6 (DfES 1342-2005 G).**

Children will be taught:

- To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;

- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;
- To recognise and challenge stereotypes;
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

### **Learning activities include:**

#### **English**

POS KS2: Group discussion and interaction.

Pupils should be taught to:

- Make contributions relevant to the topic and take turns in discussion
- Vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- Qualify or justify what they think after listening to others' questions or accounts
- Deal politely with opposing points of view and enable discussion to move on

Resources: Performance of "Master and Slave"

Activities: 30 minute discussion following a performance of "Master and Slave". Pupils are invited to discuss the issues raised in the play, first in small groups, and then contributing to a general discussion. See Appendix P for suggested questions.

#### **History**

Three History-related activities are suggested. The first of these is adapted from the SEAL Primary National Strategy "Say No to Bullying" activities for Years 5 and 6

Objective: To make links between events and situations across different periods and societies.

Resources: Appendix Q: Target Board and name labels

Activity: This activity helps children to understand that some people have more power than others and can use this in different ways.

- i. Talk with the children about things they are/ are not allowed to do i.e. rules. Who makes these sorts of decisions and why?

Divide the rules/ decisions into those made by an individual's family, those made by the school or groups they belong to and those that are the result of laws, including age-limits and restrictions that apply to everyone. Ask whether they agree that all of them are necessary, and what they can do if they don't agree.

*The following activities make use of the Target Board and labels (Appendix Q). Pupils should assume that the centre circle represents the place where people have the most power to make decisions about what they can and can't do, and the place of least power is the outside ring.*

- ii. Ask pupils to decide where would they place themselves as a child? Where would they place their parent(s)/ guardian(s)? The school? The government? Older family members? The church? The labels could be moved as the discussion reaches conclusions about relative power.
- iii. Ask the children to think about people in the different historical periods that they have studied. Who had more or less power? Men or women? Rich or poor? Adult or child labourers? Where would they be placed on the power target?
- iv. Divide the class into 5, and give each group a Target Board and a different set of labels:
  - Victorian Britain: men, women, rich people, the poor, child labourers, adult labourers, factory owners, slaves
  - Ancient Greece: citizens, non-citizen men, women, slaves, children of citizens
  - Roman Britain: Roman governors, administrators, the Roman army, high-ranking Britons (Celts), citizens of Britain, slaves, women
  - Tudor times: monarch, church, parliament, aristocracy/land-owners, rich, poor, women
  - The Slave Trade: the government, plantation owners, the sea captains, the shipping companies, the traders in cotton and sugar, the slaves
  - The groups can each present their findings to the class, after time for discussion

Invite children to place the name labels on the target to show who has the most power. Discuss how people without much

power might still manage to change things. Find examples of slavery today. How might we help present-day slaves?

## **History: Topic for further investigation**

Carry out research into slave groups on the plantations who banded together to stand up for their freedom.

## **History: Studying Granville Sharp as a character from history**

Adapted from QCA Unit 4 "Why do we remember X?"

Children should learn:

- To sequence events related to the life of a person
- Why Granville Sharp is remembered today

Resources: - Inhuman Traffic virtual exhibition and linked online resources at

[www.glos.gloucestershire.gov.uk/archives](http://www.glos.gloucestershire.gov.uk/archives)

- Video clips of an actor playing the role of Granville Sharp and reading extracts from some of his documents (on DVD), transcripts of these extracts (Appendix O), list of useful websites, book list and transcripts.
- FREE school visit to Gloucestershire Archives to look at original documents in the Granville Sharp collection. Transcripts of some of these documents are also available. Advance booking necessary. Please contact the Learning & Outreach Manager, Jill Shonk.
- Spaniel in the Works Theatre Ltd offer first person character interpretation of Granville Sharp (contact details in this pack)

Activities: Children should use some or all of the above resources to create an account about Granville Sharp. They can communicate what they have learnt in different ways:

- i. As a word-processed story (Unit 2A QCA ICT SOW, 'Communicating Using Text')
- ii. As a piece of theatre: English POS KS2, pt 4:  
Pupils should be taught to:
  - Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.
  - use dramatic techniques to explore characters and issues (for example, hot seating, and flashback)



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## Art

Adapted from QCA KS1/2 Unit 1 Self Portrait, with further links to QCA Art units

Children should learn:

- to use ICT tools...and use these effects to make portraits showing feelings such as anger, fear or joy
- to use self-hardening clay to model in three dimensions

Resources:

- Appendix B: Society for the Abolition of the Slave Trade's "Am I Not a Man and a Brother?" seal (*D3549 13/1/G2*)
- Appendix C: Image of the "Am I Not a Man and a Brother?" version of the Society for the Abolition of the Slave Trade emblem, which appears on a playing card produced by Granville Sharp's niece (*D3549 24/1/1*)
- Appendix J: Image of Josiah Wedgwood's "Am I Not a Man and a Brother?" medallion
- Appendix K: Image of "Am I Not a Woman and a Sister?" version of the Society for the Abolition of the Slave Trade emblem

Activities:

Design and make a modern-day equivalent of the token, to show support for a campaign.

On paper, design a 'token' appropriate for today. Consider which forms the token might take as well as possible images to put on this. Illustrate and label designs, suggesting suitable materials. If time allows, make the token.

Design a token using patterns from African art (links to QCA Unit 3b, Investigating Pattern)

Or

Develop the brief into a DT activity by asking pupils to make an item of jewellery, e.g. a bracelet, to show support for an issue (links to QCA Unit 1c, Investigating materials, weaving)

## Music

QCA KS1/2 Music

Unit 19: Songwriter- Exploring Lyrics and Melody

Children should learn about:

- the important role of lyrics in conveying mood, expressing attitude or telling a story

- the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself

Resources: Appendix L: Lyrics from 'Amazing Grace' written by John Newton

Appendix A: African Slave Song (D3549/3/27)

Appendix N: Music score of African Slave Song

Sound recording of the African Slave Song (on DVD)

Activities: Sing the two songs and discuss the possible impact on the society in which each was created. (Link to Unit 15, Singing and performance, and to PSHE, exploring social influences and how music affects the way people feel and act.)

Some children may go on to create melodies with an understanding of the relationship between lyrics and melody in song writing; create their own simple song, and perform the song in a way that reflects its meaning.

## Literacy

### Non-Fiction:

Children should learn about:

- Discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy, and formal writing: notices, public information documents. (National Literacy Strategy, Y6 Term 2)
- Diaries, journals letters... which recount experiences and events (Y6, Term 1)
- Persuasive writing to put or argue a point of view (Y5 Term 2)
- Writing Composition (Y5 term 3, and Y6 term 2)

Resources: Appendix D: Why and Because (CM 38067)

Appendix E: A Few Plain Questions to Plain Men  
(CM 3806/1)

Appendix F: Citizens, and Fellow-Countrymen!  
(CM 3806/2)

Appendix G: 800,000 Subjects (CM 3806 6)

Appendix H(i): A Public Meeting (CM 3793)

Appendix H(ii): Frontispiece to a speech by Samuel Bowly  
(CM 3795)

Activities: Ref. Appendix D

Examine how the conditions for slaves and free citizens are contrasted. Write contrasting lists to compare your life with e.g. that of child forced to work at breaking stones all day to make a road



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**Ref. Appendices E & F**

Examine the use of questions and repetition. Write a similar article, from the stance of present-day slavery. The arguments could be presented to the class, or performed in groups. The effectiveness of the arguments could be discussed.

**Ref. Appendix G**

Examine the use of the headline. Write headlines to draw attention to an article about young children today working in the textile industry to make clothes for the west.

**Ref. Appendices H(i) and (ii) or F**

Use the examples to design an advertisement or poster for e.g. A meeting about saving a public field to use for games

Note: links to ICT curriculum activity

**Fiction:**

Children should learn about:

- writing from another character's point of view

Resources: Appendix M: Poem, 'By A Negro' by Edward Jenner  
(*Wellcome Library MS 3017 page 5*)

Activity: Examine the language and the meaning of the poem.  
Write a piece from the point of view of the slave. He is the property of his master – but his mind is still free. What do you imagine he thinks about and sees, and hears, as he works?

Resources: Appendix I: Image of the Zong slave ship incident  
Inhuman Traffic virtual exhibition  
Video extract (on DVD) and transcript (Appendix O) of Granville Sharp's account of this event

Activity: Activity for further research: Imagine you are the captain of the Slave Ship, the Zong. Write the 'ship's log' for the day you decided to throw your 'cargo' overboard.



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## Inclosures

### 1. Copies of documents from Gloucestershire Archives:

Appendix A: African Slave Song (*D3549/3/27*)

Appendix B: Society for the Abolition of the Slave Trade's "Am I Not a Man and a Brother?" seal (*D3549 13/1/G2*)

Appendix C: Image of the "Am I Not a Man and a Brother?" version of the Society for the Abolition of the Slave Trade emblem, which is illustrated on a playing card produced by Granville Sharp's niece, Mary Sharp (*D3549 24/1/1*)

### 2. Copies of documents from Stroud District (Cowle) Museum Service:

Appendix D: Why and Because (*CM 38067*)

Appendix E: A Few Plain Questions to Plain Men (*CM 3806/1*)

Appendix F: Citizens, and Fellow-Countrymen! (*CM 3806/2*)

Appendix G: 800,000 Subjects (*CM 3806 6*)

Appendix H(i): A Public Meeting (*CM 3793*)

Appendix H(ii): Frontispiece to a speech by Samuel Bowly (*CM 3795*)

### 3. Other documents and information sheets:

Appendix I: Image of the Zong slave ship incident

Appendix J: Image of Josiah Wedgwood's "Am I Not a Man and a Brother?" medallion

Appendix K: Image of "Am I Not a Woman and a Sister?" version of the Society for the Abolition of the Slave Trade emblem

Appendix L: Lyrics from 'Amazing Grace' written by John Newton

Appendix M: Poem, 'By A Negro' by Edward Jenner  
(*Wellcome Library MS 3017 page 5*)

Appendix N: Music score of African Slave Song, arranged by Philip Colls (ref. Appendix A)

Appendix O: Transcripts of extracts from documents in the Granville Sharp collection (also included as video clips on the DVD)

Appendix P: Description of Discussion Activity following performance of Master and Slave

Appendix Q: Target Board and name labels

### **Useful Websites (current in 2007):**

<http://www.spartacus.schoolnet.co.uk/REantislavery.htm>

<http://www.nationalarchives.gov.uk/pathways/blackhistory/rights/abolition.htm>

[www.bbc.co.uk/abolition](http://www.bbc.co.uk/abolition)

[www.parliament.uk/slavetrade](http://www.parliament.uk/slavetrade)

[www.english-heritage.org.uk](http://www.english-heritage.org.uk)

[http://landing.ancestry.co.uk/intl/uk/barbados.aspx?o\\_iid=31428&o\\_lid=31428](http://landing.ancestry.co.uk/intl/uk/barbados.aspx?o_iid=31428&o_lid=31428)

[www.setallfree.net](http://www.setallfree.net)

[www.antislavery.org](http://www.antislavery.org)

[www.pressureworks.org](http://www.pressureworks.org)

[www.wilberforce2007.com](http://www.wilberforce2007.com)

[www.unicef.org.uk](http://www.unicef.org.uk)

[www.bmsworldmission.org/intransit](http://www.bmsworldmission.org/intransit)

[www.chaste.org.uk](http://www.chaste.org.uk)

[www.TradingFairly.co.uk](http://www.TradingFairly.co.uk)

### **Book List (Supplied by Gloucestershire Libraries)**

#### **Fiction**

Bozman, Barbara      Day of Tears

Cocks, Frances Somers      Abraham Hannibal and the raiders of the sands  
0954403401

Cocks, Frances Somers      Abraham Hannibal and the battle for the throne

095440341X

D'Adamo, Francesco	Iqbal: a novel 0689837682
Fine, Anne	The Road of Bones 0385610637
Gibbons, Alan	Whose side are you on? 1858810531
Grifalconi, Ann	The village that vanished 1857142519
Hamilton, Virginia	Time pieces : the book of times 0439517141
Hansen, Joyce	I thought my soul would rise and fly : the diary of Patsy, a freed girl 0590849131
Hendry, Frances May	Chains 0192751662
Hoffman, Mary	Amazing Grace
Hopkinson, Deborah	Under the quilt of night 0689877005
Johnson, Catherine R	Hero 0192751972
Keens-Douglas, Richardo	Freedom child of the sea 1896580122
Lasky, Kathryn	A voice of her own: the story of Phillis Wheatley, slave poet 0763602523
Lees, Stewart	Runaway Jack 1845070410
Lester, Julius	From slave ship to freedom road 0140566694
Lester, Julius	Day of Tears; a novel in dialogue 0786804904

Lester, Julius	Long journey home 0140345280
McGill, Alice	Molly Bannaky 039572287X
McKissack, Patricia C	Slave girl : the diary of Clotee, Virginia, USA 0439981867
Morgan, Jennifer	A wind from the sea 184323209X
Mosley, Walter	47 0316110353
Nelson, Vaunda Micheaux	Almost to freedom 157505342X
Nixon, Joan Lowery	Caesar's story: 1759 0440416329
Paulsen, Gary	NightJohn 0330336045
Price, S	Saga of Aslak 0713646705
Raven, Margot Theis	Circle unbroken : the story of a basket and its people 0374312893
Siegelson, Kim L	In the time of the drums 078680436X
Twain, Mark	The adventures of Huckleberry Finn 0140366768
Vaughan, Marcia	The secret of freedom 1584302518
Zephaniah, Benjamin	Refugee boy

## Non Fiction

Lester, Julius	To be a slave
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