

How should Thomas Clarkson be remembered?

Enquiry question	Activities	Outcomes	Resources
<p>1. What made Thomas Clarkson so angry?</p> <p>Pupils' Challenge Thomas Clarkson was a quiet, hardworking student from Cambridge University. In 1785 he entered an essay writing competition that changed his life. Can you work out what made him so upset and angry?</p>	<p>Supplement resources given in Teacher's Guide 1.1 with relevant images from useful websites. See resource Useful websites</p> <p>Starter: Clarkson Picture Puzzle Use a picture puzzle (Resource 1.2), together with other visual and verbal clues, to briefly introduce Thomas Clarkson, relevant local history, his essay on slavery and to guess what made him so angry.</p> <p>Main task: What was the Transatlantic Slave Trade?</p> <p>Step 1: Overview Use stimulus material from a variety of websites, together with Teacher's Guide 1.1, to give a brief overview of the triangular trade. Bring this to life by using the classroom as a 'living map' of the North Atlantic coast line (Resource 1.4), exploring the capture, exchange, transportation and sale of enslaved Africans using role play and objects (such as cloth, toy guns, beads, manufactured goods, sugar, coffee, tobacco).</p> <p>Step 2 Dig deeper Pupils could do this activity in role as Thomas Clarkson, a university student researching his essay 'On the Slavery and Commerce of the Human Species, particularly the African'.</p>	<p>Pupils engage with the topic of slavery through: (a) powerful and puzzling initial stimulus material (b) looking through the 'eyes' of a (local) individual.</p> <p>Pupils learn a broad contextual/chronological framework for studying the Transatlantic Slave Trade.</p> <p>Misconceptions about African history are challenged</p>	<p>Useful websites List of web-links to useful websites</p> <p>Teacher's Guide 1.1</p> <p>Resource 1.2 Picture puzzle</p> <p>Resource 1.3 Music that recalls the history of slavery</p> <p>Objects; sugar, cigarettes, cotton cloth/wool, sea shells (if possible cowrie shells), British coins.</p> <p>For an interactive map of the Triangular Trade; http://www.nmm.ac.uk/freedom/viewTheme.cfm/theme/triangular</p> <p>Resource 1.4 Plan for using the classroom as a 'living map' of the Triangular Trade</p>

	<p>Use the following questions to focus group research, feeding in information as necessary using Teacher's Guide 1.1:</p> <ol style="list-style-type: none">(1) What was Africa like before the transatlantic slave trade was established?(2) How did the arrival of European traders change Africa?(3) Who benefited from the slave trade?(4) Why did so many British people support the slave trade? <p>Ask pupils what they think was the main reason why people in Britain supported slavery. Ask them to place the following three factors in order of importance and explain their answer: Greed, Ignorance, Racism.</p> <p>Plenary: Why was Thomas Clarkson so angry? Pupils summarise why Clarkson became so upset/angry because of his research.</p>		
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<p>2. How did Thomas Clarkson protest?</p> <p>Pupils' Challenge Thomas Clarkson spent his whole life trying to end slavery. Join him on a tour round the country and investigate the slave trade in greater detail.</p> <p>You will need to collect evidence and use it cleverly to persuade parliament and the general public to support your anti-slavery campaign.</p>	<p>Prepare powerpoint slides for whole-class discussion and task modelling, using the resources provided..</p> <p>Starter: A day in the life of... Give a brief overview of Thomas Clarkson's main responsibilities, using Teacher's Guide 2.1. Pupils acknowledge Clarkson's role as a researcher/investigator, detective and persuasive writer and public speaker. An extract from Clarkson's diary (Resource 2.2) and his speech in Ipswich (Resource 2.5) could provide further details of his work for more able pupils.</p> <p>Main task: The Clarkson Challenge Pupils tour England, collecting evidence and use it cleverly to destroy the arguments supporting the Transatlantic Slave Trade. Pupils will take four steps to identify, interpret and sort evidence (contemporary source material) to destroy arguments put forward to defend the Transatlantic Slave Trade. Then they will use it cleverly to persuade others.</p> <p>The tasks need careful modelling through whole-class teaching. Steps 1 and 2 help to set up the main activity (see Teacher's Guide 2.1).</p> <p>Step 1: Know your history Before pupils start their tour, they remember what they have learnt about Clarkson and the triangular trade</p> <p>Step 2: Know your enemy Pupils learn some of the main arguments for the Transatlantic Slave Trade and match them to their sources.</p>	<p>Pupils are able to identify the range of methods used by abolitionists such as Thomas Clarkson to protest against the slave trade.</p> <p>Pupils develop their ability to identify, select and deploy evidence to form substantiated arguments and counter-arguments.</p> <p>Pupils develop their ability to organise and communicate their ideas in a range of styles (in extended writing, orally and visually).</p> <p>Pupils distinguish between writing to inform/educate and writing to persuade.</p>	<p>Teacher's Guide 2.1</p> <p>Resource 2.2 Extract from Thomas Clarkson's diary 1787 describing his visit to Bristol.</p> <p>Resource 2.5 Clarkson speech in Ipswich 1840</p>



	<p>Link the first two steps to the main task by using a tenpin bowling analogy. Pupils imagine each argument as a pin – they have to tour the country collecting evidence that will knock these arguments over.</p> <p>Step 3: Evidence Hunt Set up the classroom as a map of England, laying out the evidence packs in the appropriate place, and do group research, journeying to each stop in order. Pupils follow Clarkson's journey, collecting the evidence he found (Resource 2.4) and recording it on the Evidence Collection grid as they go (Resource 2.3). Allow approximately ten minutes for each stop on the tour.</p> <p>Step 4: Anti-slavery Campaign Pupils use the evidence they have collected to run an anti-slavery campaign in the style of the time. They create;</p> <ul style="list-style-type: none"> (a) A pamphlet/leaflet (b) A poster (c) A speech (model the language of the time by exploring a speech delivered by William Pitt (Resource 2.6), using it both as a model of effective persuasive writing and to give pupils a sense of period) 		<p>Resource 2.3 Evidence Collection Grid (to enable pupils to sort information as they go).</p> <p>Resource 2.4 Six evidence packs for the Clarkson Challenge (containing key witness accounts of the slave trade and how enslaved Africans are treated in the West Indies).</p> <p>Resource 2.6 William Pitt's 1792 speech to the House of Commons</p>
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<p>3. How should the struggle to abolish slavery in the British colonies be remembered?</p> <p>Pupils' Challenge In 1807 the British parliament abolished the slave trade. In 1833, they made it illegal to own slaves throughout the British Empire. Why did this happen?</p> <p>Was March 25th 1807 the key date in the story? Was William Wilberforce <u>really</u> the key driving force behind the abolition of slavery? How has Clarkson's role been remembered? How should it be remembered? Were there other important factors?</p> <p>You need to decide how this story should be told and who deserves the credit.</p>	<p>Starter: How important was March 25th 1807? Was the day that the slave trade was abolished a day that changed the world? Pupils briefly examine the key events before and after 1807 using the abolition timeline (Resource 3.2). They begin to recognise important developments in the struggle to abolish slavery in the British colonies. More able pupils could look briefly at Clarkson's letter to fellow abolitionist John Wadkin (Resource 3.3) and Clarkson's speech of 1840 (Resource 2.5) to see what he thought.</p> <p>Main Task: How should abolition be remembered? Pupils are asked to compare three versions of a film trailer, two of which they have designed themselves, for a film that tells the story of abolition. With each step they learn more about the many individuals and factors that contributed to the abolition of slavery.</p> <p>Step 1: How was Thomas Clarkson written out of history? Pupils watch the trailer for the film "Amazing Grace" (2007). For over 150 years William Wilberforce has been presented as the main hero of the campaign to end slavery. Pupils discover the source of this interpretation, exploring the impact of a biography of Wilberforce written by his sons. Pupils consider how and why Clarkson was written out of the history. They have to explain to modern day historians why they should not trust everything the biography tells them.</p>	<p>Pupils develop their understanding of how historical interpretations are formed and why events are interpreted differently.</p> <p>Pupils analyse, evaluate and challenge the traditional interpretation before constructing their own account of the struggle to abolish slavery in the British colonies.</p> <p>Pupils identify and assess the relative importance of the different factors and individuals involved in the abolition of slavery in the British colonies.</p> <p>Pupils are able to make links between different factors and demonstrate their understanding that a complex interaction of causes led to slavery being abolished in the British colonies.</p>	<p>Teacher's Guide 3.1</p> <p>Resource 3.2 Abolition timeline 1791 – 1848.</p> <p>Resource 3.3 Clarkson's letter to John Wadkin 1807 expressing his delight at the passing of the 1807 act.</p> <p>Resource 2.5 Clarkson speech in Ipswich 1840</p> <p>www.amazinggracethemovie.com</p> <p>Clarkson's letter (1839, Ipswich RO) to America in which he mentions the biography and its impact (forgiving the Wilberforce brothers and stating his admiration for their father).</p>

	<p>Step 2: How should the story of Abolition be told? Pupils discover that the extraordinary partnership between Wilberforce and Clarkson has been forgotten. The aim here is to help pupils connect with quite difficult content (that is, the complex interaction of people and causes that led to slavery being abolished in the British colonies) by using the film trailer from “Amazing Grace” as stimulus material, exploring what has been left out as well as analysing what is included.</p> <p>Pupils analyse the adverts and trailer for the film “Amazing Grace”, then make their own film trailer. This time, one that includes the role played by Clarkson in the story of abolition. Their trailer could take the form of a storyboard or could be made using Moviemaker.</p> <p>Step 3: Remembering the contribution of other campaigners. Pupils explore the role played by other abolitionists and different factors in the struggle to abolish slavery in the British colonies. For example, partnerships between campaigners like Equiano, Sharp and Cugoano, factors like political, social and economic change, and organised slave resistance in the Caribbean.</p> <p>Pupils show their understanding using a concept map, showing the links between individual campaigners, political change and the role of partnerships (locally, nationally, internationally), including slave resistance.</p> <p>Pupils then re-make their trailer to reflect the key factors in the struggle to abolish slavery in the British colonies.</p> <p>Plenary: Pupils compare the three different trailers (Amazing Grace with the two they have made) and explain <u>why</u> they are different. Who deserves the credit for the abolition of slavery?</p>	<p>Pupils explore the role of the individual in history – in particular how the actions of individuals need to be placed in their broader historical context and judged carefully against other factors.</p> <p>Pupils see that neither Wilberforce nor Clarkson single-handedly achieved their aims. Black and white campaigners, ordinary men and women, economic factors and slave resistance also played an important role.</p>	<p>Resource 3.6 Thomas Clarkson timeline.</p> <p>Resource 3.7 Information sheets' (Includes detailed information on the roles played by black and white activists).</p> <p>Resource 3.4 Clarkson's letter of introduction for Equiano in Cambridge, 1789.</p> <p>Resource 3.8 Information sheets on Slave resistance (Includes a case study of The Fedon Revolution, with contemporary photographs from Grenada)</p>
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<p>4. What would Thomas Clarkson be angry about today?</p> <p>Pupils' Challenge</p> <p>Today slavery is illegal everywhere. But has it really disappeared or has it reappeared in different forms?</p> <p>Would the campaigners of 200 years ago be disappointed if they returned to our world?</p> <p>What would Thomas Clarkson be angry about today?</p> <p>Pupils' Challenge Option 2 How should Thomas</p>	<p>It is a commonly held misconception that slavery is part of our history rather than our present.</p> <p>Use Anti-Slavery International's website www.antislavery.org to explore examples of slavery today and invite pupils to run a modern day campaign, using what they have learnt previously.</p> <p>Pupils consider whether slavery and the slave trade has really disappeared or still exists in other forms. They choose one case study from either Anti-Slavery International's website or one example from the recommended websites (see Useful websites).</p> <p>They research the issue in more detail and use their research to run a campaign that educates people about the issue they have chosen.</p> <p>If your school is near one of the many places that Clarkson visited or lived during the campaign to abolish slavery,</p>	<p>Pupils link the past with the present and can identify long-term trends, similarities and differences.</p> <p>Pupils discover that the history of slavery did not end in 1833.</p> <p>Pupils research slavery today, understanding that it continues in different forms, despite the fact that it is illegal in most of the countries where it is practised.</p> <p>Pupils use what they have learnt to plan a 'modern day' campaign and identify that many of the tactics used 200 years ago are still relevant today.</p>	<p>Useful websites List of web-links to useful websites.</p> <p>Case Study <i>'Ending Slavery: An unfinished business</i> (available in PDF from www.citizenshipfoundation.org.uk/main/news.php?n411).</p>



<p>Clarkson be remembered in <u>your</u> local area?</p>	<p>evidence of where he went and what he did can be collected and used to design a memorial.</p> <p>Pupils use local archives and available research (see Useful websites) to discover local connections with Clarkson's life and work. They think carefully about the best way to commemorate the work of Thomas Clarkson in their local area. What form should a memorial take? Where should it go?</p> <p>Pupils run a campaign designed to gain public support for their ideas. These ideas could be presented to local councillors and community groups. (see About the STACS project)</p>		
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