

# **Unterrichtseinheit/Topic: Freedom fighters A**

Level: Sekundarschule I Klasse 8/9 B2 Intermediate

Time: 1 x 90 mins lessons

Aims:

- To develop learners' awareness of the human right to be free.
- To develop learners' ability to read and find specific information about the slave trade.
- To make learners think about world views that motivated the slave traders.
- To understand the grammatical structure of "passive".
- To listen and watch for detail and take part in group discussions.
- To think about things in modern society that are worth fighting for.
- To consider factors that helped people like Wilberforce and others to build up your own stamina to keep up the fight.

Introduction: This topic is about fighting for human rights, in particular the right to be free. It provides learners with information about the slave trade in Britain in the 16th century and about William Wilberforce, whose faith in Christ encouraged him to fight against slave trafficking in the British parliament.

## **Unterrichtsverlauf/Lesson Plan**

### **Warm Up (5 mins)**

Single/Pair work: Learners go through the list (**M1**) and mark those freedoms which are most important to them. Then they turn to their partner and tell them why they are so important to them.

### **Readings skills (10 mins)**

Learners read the text (**M2**) about how the slave trade in Britain was introduced by Sir John Hawkins. They fill in the information needed in the grid and find out that the grammatical structure of passive is often used when there are victims.

Differentiation: Stronger learners should answer question 4 about the world view motivating the slave traders on M2.

### **Reviewing (5 mins)**

Pair work: Learners check their information with the partner and then check their solutions with the M2 solutions on a whiteboard.

### **Discussion activity (10 mins)**

Divide the class into two groups. One group are the Abolitionists, they want to stop slavery. The other group are Anti-Abolitionists. Each group has a runner, a writer and the rest are "brains". Each group should provide as many reasons as possible why the slave trade should be abolished or kept. The writer writes down all the reasons but he/she shouldn't say anything.

The runner runs as fast as possible. He/she shouldn't say or write anything or return back to the group until the reason has been listed.

The brains keep giving ideas to the writer but they shouldn't write or run. They can only speak when the runner has returned.

After ten minutes the game is stopped. The team with most reasons on the board wins. the teacher who lists the reasons on the board.

(Adapted from: Linda Smith: All about Living Book 2, p.7)

### **Listening skills (10 mins)**

Introduce the learners to a man at the high time of slavery and watch the video

<https://www.youtube.com/watch?v=eLU182rj0pA> about W. Wilberforce & the End of African Slavery by Christian History Made Easy (3:30 mins).

Ask the learners for their idea of a heading for this video clip.

Now watch the video again and give the learners the handout **M3** to fill in the information gaps.

### **Reviewing (5 mins)**

Learners should read out loud the sentences and other learners should insert the information given on the whiteboard.

### **Discussion (10 mins)**

Put the learners into groups of four and write the following discussion points on the whiteboard.

- What problems did Wilberforce face in his fight against slavery?
- What factors helped him to continue in the fight for freedom?
- Are there things that you believe are wrong in our society at the moment?
- Have you ever stood up for what you believed was right and suffered for it?
- Do you know anyone else who has? Collect the names which came up in your group.

### **Research (5 mins)**

In pairs the learners choose one of the freedom fighters their group came up with and brainstorm all the information they know about those people. Then they use the internet to find more information.

Ideas: Nelson Mandela, Abraham Lincoln, Martin Luther King, Lord Shaftesbury, Moses, Jesus, Mohandas Gandhi etc.

### **Writing skills (15 mins)**

The learners then write a short biography about one of them. They include the high and low points of the chosen person and describe what problems they faced and which factors helped them to continue with the fight.

### **Gallery Walk (5-10 mins)**

The teacher puts the written biographies up on the walls of the classroom. The learners read three different biographies and make a green dot to the person described they liked best.

## **Homework**

Write up to 10 key words from your biography and practise to give a talk about this person.

Adapted from Linda Smith: All about Living Book 2, p.2-4+7+9

**Material:** Worksheets see on next pages

## **M1 List of Freedoms**

*Go through the list and mark those Freedoms which are most important to you!  
Then turn to your partner and tell him/her why they are so important to you.*

- I am free from the slavery of hunger. I have enough to eat so I have the energy to work and be active.
- I am free to read books/magazines/comics/articles on the web or watch clips on the web I want to.
- I am free to choose what I wear each day.
- I am free to speak what I think without the danger of going to prison.
- I am free to move around the country without being stopped.
- I am free to choose my partner and my friends.
- I am free from the fear of dying.
- I am free to love and worship God, alone and with others.
- I am free enough to meet new people without being scared.
- I am free to make mistakes without being depressed for days afterwards.

## M2 The Making of the Slave Trade

**Sir John Hawkins** (1532 - 1595) was born in England. He spent most of his time working with other famous explorers of the New World of his time e.g. Sir Francis Drake or Sir Walter Raleigh. He worked in the ship building business of his family. The family was wealthy and religious. In 1555 Hawkins started the slave trade. He traveled with three ships to the coast of West Africa. There he bought slaves very cheaply. (Some of the slaves were captured by chiefs of their own people who raided the African villages and others were captured by European traders themselves.) Sir John Hawkins sailed with them to the New World. On board of the ships the slaves were put together so tightly that they could not sit upright. The conditions on the ships were terrible. Many tried to jump out of the boat and kept under water until they were drowned. In the West Indies the slaves were sold at high prices to the Spaniards. And after his first trip in 1562 Hawkins became the richest man in Plymouth. People in the 17th and 18th century believed that Africans were helped by people like Sir Hawkins who took them into slavery. They thought that slaves who are working on the sugar plantations in the West Indies would live so much better than in the wild land of Africa. They said that slaves in the West Indies were given the chance to become Christians. But in fact the slaves were victims.



### Words:

trade = the action of buying and selling things

to capture = to take by force without asking

the chief = a leader of people

to raid = to do a surprise attack

tight = hard to move

condition = the state of something

to drown = to die in water

victims = a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc

Adapted

<http://www.famous-explorers.com/famous-english-explorers/sir-john-hawkins/>

Linda Smith: All about Living Book 2, p.2-4

**Tasks:**

1. Fill out these grid with the information given above!

Who?	Did what?	Where?	When?
			in 1555
The slaves			
			in 1562
The slaves			

2. Underline in the text the forms like:

was/were + born  
captured  
past participle  
3<sup>rd</sup> form

Do the sentences with these forms present an active action or a passive happening? The grammatical structure is called: \_\_\_\_\_

3. Underline the people in action with one colour! And underline the victims with another colour!

“People believed that

Africans                  were                  helped                  by the slave traders.“

subject                  to be                  +                  past participle                  by                  object

4. How we see other people influences how we treat each other. What opinion must the slave traders have had of African people to treat them like that?

## M2 (Solution)

## The Making of the Slave Trade

**Sir John Hawkins** (1532 - 1595) was born in England. He spent most of his time working with other famous explorers of the New World of his time e.g. Sir Francis Drake or Sir Walter Raleigh. He worked in the ship building business of his family. The family was wealthy and religious. In 1555 Hawkins started the slave trade. He traveled with three ships to the coast of West Africa. There he bought slaves very cheaply. (Some of the slaves **were captured** by chiefs of their own people who raided the African villages and others **were captured** by European traders themselves.) Sir John Hawkins sailed with them to the New World. On board of the ships the slaves **were put** together so tightly that they could not sit upright. The conditions on the ships were terrible. Many tried to jump out of the boat and kept under water until they **were drowned**. In the West Indies the slaves **were sold** at high prices to the Spaniards. And after his first trip in 1562 Hawkins became the richest man in Plymouth. People in the 17th and 18th century believed that Africans **were helped** by people like Sir Hawkins who took them into slavery. They thought that slaves who are working on the sugar plantations in the West Indies would live so much better than in the wild land of Africa. They said that slaves in the West Indies **were given** the chance to become Christians. But in fact the slaves were victims.



Words:

trade = the action of buying and selling things

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Linda Smith: All about Living Book 2, p.2-4

**Tasks:**

1. Fill out these grid with the information given above!

Who?	Did what?	Where	When?
Sir John Hawkins	traveled with three ships , bought slaves and put them on the ships	to the coast of West Africa	in 1555
The slaves	tried to escape and jump out	of the ships	-
Hawkins	became the richest man	in Plymouth	in 1562
The slaves	worked hard	on the sugar plantations in the West Indies.	-

2. Underline in the text the forms like:

was/were + born
captured
past participle
3 <sup>rd</sup> form

Do the sentences with these forms present an active action or a **passive happening**? The grammatical structure is called: passive

3. Underline the people in action with one colour! And underline the victims with another colour!

“People believed that

Africans                          were                          helped                          by the slave traders.“

subject	to be	+	past participle	by	object
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4. How we see other people influences how we treat each other. What opinion must the slave traders have had of African people to treat them like that?

**The slave traders believed that Africans (negroes) were not really human beings but more like wild animals and treated them like that. They put them tightly on the ships and had no problem with buying and selling them.**

### M3 W. Wilberforce & the End of African Slavery by Christian History Made Easy

*Watch the film clip and fill in the gaps!*

\_\_\_\_\_ Africans were taken to North and South America each year.

William Wilberforce grew up in a \_\_\_\_\_ family. He did do much but hanging out with his friends at College.

Wilberforce wanted to get a seat in Parliament and in 1780 when we was \_\_\_\_\_ he got it.

William went on a trip to \_\_\_\_\_ and realised his emptiness inside. He was depressed and became a believer in Jesus.

He wanted to give up his position in Parliament but the text writer of "Amazing Grace" John Newton, an ex-slave trader encouraged him to \_\_\_\_\_ his parliamentary position for the glory of God.

He and his friend worked to end British slave trafficking from 1789 until \_\_\_\_\_ but they were defeated every time because they had a lot of \_\_\_\_\_.

In 1807 Wilberforce and his friend finally were successful because the British heard about demonstrations on an island called \_\_\_\_\_

In July 1833 the slave trade was abolished in all \_\_\_\_\_ colonies. That was \_\_\_\_\_ days before Wilberforce died because of poor health.

Thirty years later the slave trade was abolished in America through \_\_\_\_\_

But slavery hasn't stopped in 21st century. At least 12 \_\_\_\_\_ people live in slavery and every year \_\_\_\_\_ men, women and children are transported across international borders.

**M3 (solution)**

**W. Wilberforce & the End of African Slavery by Christian History Made Easy**

*Watch the film clip and fill in the gaps!*

\_\_\_\_\_500,000\_\_\_\_\_ Africans were taken to North and South America each year.

William Wilberforce grew up in a \_\_\_\_\_rich/wealthy\_\_\_\_\_ family. He did do much but hanging out with his friends at College.

Wilberforce wanted to get a seat in Parliament and in 1780 when we was \_\_\_\_\_21\_\_\_\_\_ he got it.

William went on a trip to \_\_\_\_\_Europe\_\_\_\_\_ and realised his emptiness inside. He was depressed and became a believer in Jesus.

He wanted to give up his position in Parliament but the text writer of “Amazing Grace” John Newton, an ex-slave trader encouraged him to \_\_\_\_\_use\_\_\_\_\_ his parliamentary position for the glory of God.

He and his friend worked to end British slave trafficking from 1789 until \_\_\_\_\_1807\_\_\_\_\_ but they were defeated every time because they had a lot of  
\_\_\_\_\_enemies/opposition\_\_\_\_\_.

In 1807 Wilberforce and his friend finally were successful because the British heard about demonstrations on an island called \_\_\_\_\_Haiti\_\_\_\_\_.

In July 1833 the slave trade was abolished in all \_\_\_\_\_British\_\_\_\_\_ colonies. That was \_\_\_\_\_three\_\_\_\_\_ days before Wilberforce died because of poor health.

Thirty years later the slave trade was abolished in America by \_\_\_\_\_Abraham Lincoln\_\_\_\_\_.

But slavery hasn’t stopped in 21st century. At least 12 \_\_\_\_\_million\_\_\_\_\_ people live in slavery. Every year \_\_\_\_\_500,000\_\_\_\_\_ people, about 70 % women, are transported across international borders.