

Teaching notes

NB. This version of the activity contains suggestions for differentiation on p.2, along with a differentiated version of the card sort on p.3.

Starter

Show students this clip about why slavery was abolished in 1807:

www.bbc.co.uk/learningzone/clips/interpretations-of-the-abolition-of-slavery/10130.html.

(The link was accurate and working at time of publication, but do check in advance of teaching.)

Students could make a quick mind map of the broad reasons given for abolition.

Card sort

This flexible card sort can be used in a variety of ways.

1. **Categorising:** students colour code each card to show which factor it provides evidence of:

- slave rebellions
- economic reasons
- the Anti-Slavery media campaign
- legal challenges
- actions of key individuals
- religious reasons.

Further categorisation could be done by marking the cards with B or W to indicate whether they represent the actions of enslaved black people or actions by white people.

2. **Ranking exercise:** students could also cut out the cards and use them to rank the most important reasons.
3. **Discussion:** this could be conducted in small groups or as a whole class.
 - What do you think was the most important reason for the abolition of the slave trade?
 - Which was the least important?
 - Which had the biggest impact on the abolition of the slave trade, the actions of white people, or the actions of enslaved people themselves?

Plenary

Show students the image of an engraving from c.1880 marking the abolition of the slave trade in Britain.

- Do they feel it fairly represents why abolition happened?
- Whose view of history does the engraving represent and why might they have held this view?

Extension questions

- Why, do you think, didn't more slaves rebel against their circumstances?
- Which do you think was more responsible for abolition; economic reasons or moral reasons?
- Why did slavery carry on in the world, long after the Abolition Act had been passed?

Interactive potential

The interactive Sequencing activity could be used to support a discussion of how important your students feel each of the factors was. Find it on [Teachit History](#) by searching '23970'.

Follow up task/homework

Students could write an extended piece to answer the question 'Why was the slave trade abolished?'

Alternatively, they could design their own engraving/memorial marking abolition in Britain, as their own interpretation of why it occurred.

Further information:

abolition.e2bn.org/index.php

Why was the slave trade abolished?

On 25 March 1807 the Abolition of the Slave Trade Act was passed making slavery illegal in Britain. This was the result of years of campaigning. Colour code each box to show what kind of factor it is. Some boxes may need more than one colour.

- | | | |
|--|---|--|
| <input type="checkbox"/> slaves' own actions | <input type="checkbox"/> challenges to the law | <input type="checkbox"/> the anti-slavery campaign |
| <input type="checkbox"/> economic reasons (to do with money) | <input type="checkbox"/> actions of key individuals | <input type="checkbox"/> religious reasons |

Adam Smith said that it was better to pay wages to slaves so that they could spend them, making the economy grow.	William Wilberforce believed that he had been called by God to end the slave trade.	The law turned against slavery as slaves in Britain went to court to get their freedom.	Thomas Clarkson published posters and made public speeches against slavery.	A slave rebellion led by Toussaint L'Ouverture on the French island of St Dominique in 1790s was successful.
A lawyer, Granville Sharp, used the courts to try and give slaves their freedom.	Hannah More wrote poems and books about the horrors of the slave trade, and convinced many of the need to ban it.	An ex-slave, Olaudah Equiano wrote the story of his life as a slave. His book showed that black people were born equal to white people.	Christian groups, such as the Methodists and the Quakers believed that everyone was 'equal in the sight of God'.	Josiah Wedgwood designed an anti-slavery logo. The design appeared on his pottery, coat buttons, wax seals, and jewellery.
Cheap sugar from countries like Brazil and Cuba meant that slave plantations couldn't compete.	William Wilberforce became the leader against the slave trade in Parliament.	Many enslaved Africans tried to slow down work by pretending to be ill, causing fires, breaking tools or running away. This made slavery less profitable.	In 1788 over 100 petitions were presented to Parliament demanding the abolition of the slave trade.	During the late 18th and early 19th century, slave revolts grew bigger. Slaves made it clear that, if they were not set free, they would soon free themselves.