

## Unit 15 Black peoples of America: from slavery to equality?

### About the unit

In this unit, pupils learn about black peoples within American society. They are encouraged to consider the changing experiences of the black community, as well as changes within America as a whole, as black peoples moved from slavery to freedom, and towards equality. There are opportunities to examine the varied part played by black peoples in American life and culture, and to reflect upon the nature of 'freedom' in America.

This unit is expected to take 8–11 hours.

### Where the unit fits in

This unit is one of three illustrating 'A world study before 1900'. The others are unit 6 'Islamic civilisations 600–1600' and unit 13 'Mughal India 1526–1857'. *Please see the Teacher's guide for further information about these units and guidance on ensuring appropriate coverage of this area of study within the key stage.* This particular unit continues the study into the twentieth century.

### Expectations

#### At the end of this unit

**most pupils will:** demonstrate knowledge of the richness and diversity of African culture before the development of slavery; describe how and why the slave trade developed between Europe, Africa and America; identify and evaluate information for an investigation into slave experiences; describe efforts to achieve freedom for slaves and the impact of the American Civil War; assess the problems facing black peoples following emancipation; account for the growth of the Civil Rights movement and the differing approaches to be found within it; judge how far black Americans have achieved equality since emancipation

**some pupils will not have made so much progress and will:** demonstrate knowledge of aspects of African culture before the development of the slave trade; suggest some valid reasons for the rise of the slave trade; select and combine information for an investigation into slave experiences; describe some of the efforts made to gain freedom for slaves by both individuals and groups; identify some of the difficulties faced by black Americans after emancipation; suggest some of the reasons for the growth of the Civil Rights movement; describe some differences between the approaches of Malcolm X and Martin Luther King

**some pupils will have progressed further and will:** demonstrate detailed knowledge of the richness and the diversity of African culture; give a full account of the causes of the growth of the slave trade; identify, evaluate and use information critically for an investigation into slave experiences; give detailed accounts of the work of individual slaves to gain their freedom; assess how far the American Civil War was a fight for black freedom; explain why life after emancipation was so difficult for so many black Americans; assess the causes of the growth of the Civil Rights movement and the differing methods used by different leaders of the movement; evaluate how far black Americans have achieved equality since emancipation

### Prior learning

It is helpful if pupils have:

- awareness of the diversity of cultures and beliefs around the world and the reasons for European expansion into areas such as Africa
- carried out historical investigations
- used and analysed a wide range of sources including contemporary source material

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- slavery in America, *eg middle passage, colonisation, slavers, plantation, confederacy, abolitionists*
- the black American experience since emancipation, *eg civil rights, reconstruction, amendment, lynching, discrimination, segregation, reconciliation, carpetbaggers*

Speaking and listening – through the activities pupils could:

- discuss and evaluate conflicting evidence to arrive at a considered viewpoint

Writing – through the activities pupils could:

- organise content into complete text with the relationship between points/paragraphs clearly signalled
- understand the effect of different aspects of formality (passive verbs, third person, abstract nouns)

### Resources

Resources include:

- a wide range of source material, including maps and video clips of *Malcolm X* and *Martin Luther King*
- the BBC series *The black peoples of America*
- contemporary newspaper articles
- websites, *eg* <http://blackhistory.eb.com>; [www.bbc.co.uk](http://www.bbc.co.uk); [www.fordham.edu/halsall](http://www.fordham.edu/halsall); [www.cocc.edu/cagatucci/classes/hum211/timelines/htimeline2.htm](http://www.cocc.edu/cagatucci/classes/hum211/timelines/htimeline2.htm)

---

## Out-of-school learning

Pupils could visit the African Gallery at the Horniman Museum, London, or the Museum of Slavery, Liverpool. The African galleries at the British Museum will open in late 2000.

---

## Future learning

There are strong links with the role of individuals and their ability to change history in unit 22 'The role of the individual'. Links can also be made to the civil rights movements in Northern Ireland in unit 17 'Divided Ireland', where pupils can also build on their understanding of the reasons for different perspectives and interpretations of events.

### What does it mean to be free? What does it mean to be a slave?

- to draw on prior knowledge to construct a definition
- about the different meanings and applications of the word 'freedom'
- about the enduring use of slavery by many societies in the past and by some today
- that some societies today enslave people
- Brainstorm 'freedom'. *What does it mean? Freedom from or freedom to? Are we free today? Are people everywhere in the world free? Do different societies today have different definitions of, and ideas about, freedom?*
- Brainstorm 'slavery'. *What does it mean? Which societies in the past had slaves? Did slaves have rights? Does slavery exist in the world today? If so, Why?*
- Ask pupils to write four sentences beginning 'To be free means...' and four sentences beginning 'Slaves cannot ...'. Follow this with a whole-class discussion on which aspects of freedom and slavery were the most important/oppressing/dominant.

- reinforce their understanding of different aspects of the word 'freedom'
- reinforce their knowledge of the extent, over time, of the institution of slavery
- Information about present-day slavery can be obtained from organisations like Amnesty International.
- Citizenship: pupils could consider the legal and human rights and responsibilities underpinning society.

### African roots: where did most Black Americans originate?

- about the differences between various indigenous African peoples
- to locate different groups of indigenous peoples on a map of Africa
- that environmental differences affect cultural differences
- to identify those indigenous peoples who were most at risk from slave traders
- Using a range of maps, ask pupils to establish the size, diversity and complexity of the African continent.
- Through the use of 'factcards' about different indigenous groups, *eg Ibo, Hausa* ask pupils to establish links between the different groups and their immediate environment as well as the richness and diversity of African cultures. This activity could be extended into a larger scale research activity with groups of pupils investigating different indigenous African tribes and kingdoms such as Ghana, Benin, Ife and Mali.
- Ask pupils to locate the different tribes and kingdoms on a map of Africa and establish, by considering British and European shipping routes, trade winds, etc, which Africans were most likely to be at risk from white slave traders.

- use maps to understand the complexity of the African continent
- analyse different features of fifteenth-century African society
- make links between different aspects of fifteenth-century African society
- By considering several societies and focusing on the richness and diversity of African culture, simplistic or stereotypical explanations should be avoided.
- This work can build on pupils' knowledge and understanding from their world history study at key stage 2.
- ICT: pupils could use some appropriate search techniques (and some internet gateways) to find relevant materials about African cultures. They organise the information collected under appropriate headings possibly in tabular form.

### Slavery in Africa: a Portuguese turning point?

- about the different ways of becoming a slave in Africa
- that in Africa, slavery was a temporary condition within specified time limits
- that European incursions changed the nature of African slavery
- Explain that slavery existed in Africa long before white people arrived. Describe the different ways in which Black Africans could become slaves, along with the different ways the various tribes and kingdoms treated slaves. Emphasise the essentially temporary nature of African slavery.
- Switch the focus from slavery to the slave trade. Emphasise the difference. Describe the impact of the Islamic Arabs and the importance of Islamic teaching about slaves and slavery.
- Ask pupils to begin to construct data-capture sheets about slaves and slavery in Africa by inputting information on the situation before the 1440s.
- Focus on the arrival of the Portuguese and the ways in which, and reasons why, slavery changed once white people became involved.
- Ask pupils to complete data-capture sheets about slaves and slavery in Africa by inputting information about slaves and slavery after the 1440s.

- make links between African and European societies
- demonstrate an understanding of one sort of impact Europeans had on African society
- The data-capture sheets can be constructed as the teaching progresses, rather than as two mini-summative exercises.

Pupils should learn:

Pupils:

### Sold into slavery: what was the reality of the Atlantic slave trade?

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• that the first Black Americans were not slaves</li> <li>• that Africans were the essential workforce on the sugar and cotton plantations</li> <li>• what the Triangular Trade was and how it worked</li> <li>• about the experiences of Black Africans sold into slavery</li> <li>• to evaluate a range of sources about slavery as part of an investigation, to select relevant information and to reach a conclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils about the first Black Americans: that, for example, they were not slaves but, in the seventeenth century, indentured servants and black settlers.</li> <li>• Introduce the idea of the Triangular Trade: the needs of the cotton and sugar plantations, the demand for labour, the availability of labour in West Africa, the economics of ships sailing with a full hold and the general dynamics of trade.</li> <li>• Use a range of source material relating to buying Black Africans, the 'middle passage' and Black Africans' experiences on arrival in the Caribbean and mainland USA.</li> <li>• Ask pupils, either individually or in groups, to evaluate some of the sources and use the findings to make substantiated written conclusions about the experience of Black Africans sold into slavery.</li> </ul> | <ul style="list-style-type: none"> <li>• make links between Black Africans and the developing economy of North America</li> <li>• recognise the integral nature of the slave trade within European trading patterns</li> <li>• use a range of source material to make conclusions about the experiences of Black Africans sold into slavery</li> </ul> | <ul style="list-style-type: none"> <li>• The source material used here should be as varied in type and provenance as possible.</li> <li>• While this unit focuses mainly on the experiences of black peoples in the USA, teachers may wish to make comparisons with the experiences of those in other parts of the Americas, such as the Caribbean Islands.</li> <li>• Citizenship: links can be made when pupils use research to consider other people's experiences and find out about legal and human rights.</li> <li>• Language for learning: pupils could check their conclusions for spelling and grammatical errors and for clarity and consistency. They could involve their learning partners in this exercise.</li> </ul> |
|--|--|--|--|

**Freedom: how was it achieved?**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• about the different ways in which slaves could, before 1865, obtain their freedom</li> <li>• that individuals played a key role in the ending of slavery</li> <li>• to select and use relevant information to support an argument</li> <li>• about the steps by which the USA became divided into a slave-owning south and a slave-free north</li> <li>• to examine and explain the causes of the American Civil War and that different people fought for different reasons</li> <li>• to use evidence to reach conclusions, and appreciate their tentative nature</li> </ul> | <ul style="list-style-type: none"> <li>• Explore, through mini-case studies, the ways in which slaves, by their own efforts, achieved freedom. These could include:             <ul style="list-style-type: none"> <li>– Harriet Tubman and the Underground Railway</li> <li>– Toussaint L'Ouverture and Haiti</li> <li>– Cinque and the Amistad</li> <li>– Olaudah Equiano</li> <li>– Henry Brown and his box</li> </ul> </li> <li>• Using a variety of source material focusing on moral, practical and economic issues, ask pupils to construct arguments that could have been used at the time in support of, or against, emancipation. The presentation of these arguments can take the form of a debate set in 1830s America.</li> <li>• Tell the story of the Dred Scott case and use this as a starting point to explain the ways in which the USA became divided into a slave-owning south and a 'free' north.</li> <li>• Ask pupils, in groups, to consider the question <i>Was the Civil War fought to free the slaves?</i> In order to do this they should investigate the causes of the American Civil War and identify how many are relevant to the question before coming to a judgement. The whole class could discuss the question <i>Was the Civil War fought to free the slaves?</i></li> </ul> |
|--|--|
- 
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• produce a case study on another way slaves achieved freedom</li> <li>• identify, record and relate information relevant to creating an argument for or against emancipation</li> <li>• describe and begin to explain why people held such different views about emancipation of slaves in the USA</li> <li>• prioritise reasons for the American Civil War</li> <li>• listen and respond to different points of view</li> <li>• reach and support conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Source material may include negro spirituals and novels such as <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe (1852), although care should be taken with the interpretation of these sources.</li> <li>• Language for learning: by summarising and prioritising the reasons for the American Civil War, pupils will be writing a coherent text for the purpose of presenting an argument. This can be developed into a piece of formal, extended writing to suggest objectivity and partiality. Pupils should understand the effect of different aspects of formality (passive verbs, third person, abstract nouns) and organise content into complete text with the relationship between paragraphs clearly signalled. Some pupils may need a writing frame and vocabulary/connective word bank for this piece of writing.</li> <li>• Key skills: these activities provide opportunities for pupils to demonstrate evidence of IT skills, <i>eg copy and paste resources and information from a website, use a word processor to complete the last activity.</i></li> </ul> |
|---|---|

### From emancipation to segregation: how free were black people?

- |   |  |   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• about the ways in which the American constitution and state law affected black people</li> <li>• to assess how aspects of black peoples' lives changed after emancipation</li> <li>• how the attitudes and actions of white people differed towards black people after emancipation</li> </ul> | <ul style="list-style-type: none"> <li>• Outline the situation in the south during the Reconstruction period and in particular the independence of state governments versus the importance of the 14th and 15th Amendments to the Constitution.</li> <li>• Pupils work in groups with information cards, each one of which contains details of organisations, factors, etc that tended to promote or inhibit black peoples' freedom in the years after emancipation, <i>eg sharecropping, Freedmen's Bureau, the Jim Crow laws, Liberia and Marcus Garvey, the Ku Klux Klan, National Negro Business League, Niagara Movement, NAACP and NUL, Negro History Week, the First and Second World Wars, Harlem and jazz, Father Divine.</i></li> <li>• Ask pupils to decide which were positive, promoting the wellbeing of black peoples, and which negative. Place these on a 'balance sheet' to determine losses and gains.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate an understanding that Black Americans did not have the same freedoms as White Americans and that this varied between states and over time</li> <li>• use and evaluate information as it relates to black peoples' experiences within American society</li> </ul> | <ul style="list-style-type: none"> <li>• This activity takes the issues through into the twentieth century as an overview of the issues.</li> <li>• There are opportunities to develop some of the citizenship issues introduced at the beginning of the unit.</li> <li>• Producing the 'balance sheet' should involve considerable discussion, particularly when pupils try to reach a decision on factors that are not clear-cut, <i>eg Liberia.</i></li> </ul> |
|---|--|---|---|

Pupils should learn:

Pupils:

### From segregation to civil rights: did the Civil Rights movement bring freedom for black people?

- |   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• what civil rights are</li> <li>• how black people were treated within American society in the 1950s and 1960s</li> <li>• to account for the different approaches used by individuals to obtain their civil rights</li> <li>• that Malcolm X and Martin Luther King became leaders in black peoples' struggle for civil rights and that they advocated different strategies for obtaining these rights</li> <li>• to use sources of information as evidence to support a particular view</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorm on 'civil rights'. <i>What are they? Who has them? Can they be taken away? Under what circumstances? Do rights imply responsibilities? What might civil responsibilities be? Is there a difference between civil rights and civil liberties?</i></li> <li>• Provide visual images and ask pupils to consider the ways in which black people lived in the 1960s in the USA.</li> <li>• Ask pupils to discuss the responses that were open to black people and investigate the actions of individuals like Arlen Carr, Septima Clark, Elizabeth Eckford and Rosa Parkes, and events like the attempts to end segregation at Little Rock, Arkansas and the Alabama Children's Crusade. Ask pupils to act as 'roving reporters' and prepare copy on one of these events.</li> <li>• Play the speeches of Malcolm X and Martin Luther King, either on audiotape or video. Let pupils analyse the similarities and differences. Introduce the picture of Malcolm X and Martin Luther King smiling and shaking hands. <i>What was the purpose of the picture? How likely was it that the men could work together in the Civil Rights movement?</i> Ask pupils to prepare a case for the approach to civil rights of either Martin Luther King or Malcolm X.</li> <li>• If appropriate, bring the American Civil Rights issue up to date, <i>eg by considering the race riots of the 1990s and the role of black icons.</i></li> <li>• Ask pupils to consider a range of source material, <i>eg newspaper articles, advertisements, video clips</i>, relating to the current situation of Black American people, <i>eg on race riots, a Black American pop singer, evidence of discrimination, sporting achievements, a black President of the USA or a large corporation.</i> Half the pupils use the source material to make a case for black peoples still being far from equal, the other half use it to make a case for black peoples now being as free as whites. The final summative task could take the form of either a structured debate or a structured piece of writing.</li> </ul> | <ul style="list-style-type: none"> <li>• extrapolate information about black peoples' position in American society from visual images</li> <li>• evaluate information and use it to present a particular view of an event that demonstrates the ways in which black peoples strove to obtain their civil rights</li> <li>• use sources of information critically to reach and support conclusions about the approach to civil rights of Malcolm X and Martin Luther King</li> <li>• use sources of information as evidence to support a particular view for a structured piece of writing or for a class debate</li> </ul> | <ul style="list-style-type: none"> <li>• The National Council for Civil Liberties publishes a range of literature on civil liberties.</li> <li>• Links should be made with citizenship.</li> <li>• Video recordings to use include <i>Black peoples of the Americas</i> (BBC) and <i>Eyes on the prize</i> (BBC).</li> <li>• Use can be made of unit 22 'Role of the individual'.</li> <li>• Pupils' copy could be put together into a newspaper. It could be manually pasted up or a dtp package could be used. This could be done as a whole class or in groups.</li> <li>• When preparing a case, pupils need to present each 'side' and reach a reasoned conclusion.</li> <li>• Key skills: these activities provide opportunities for pupils to demonstrate evidence of communication (listening, viewing, interrogating sources of information, writing, debating and working with others).</li> <li>• Citizenship: links can be made when pupils use their findings to think about, express and explain views that are not necessarily their own.</li> <li>• Language for learning: pupils discuss and evaluate conflicting evidence to arrive at a considered viewpoint.</li> <li>• ICT: pupils could use presentation software to present one side (or both sides) of the debate on the situation of black people in America today.</li> </ul> |
|---|---|--|---|