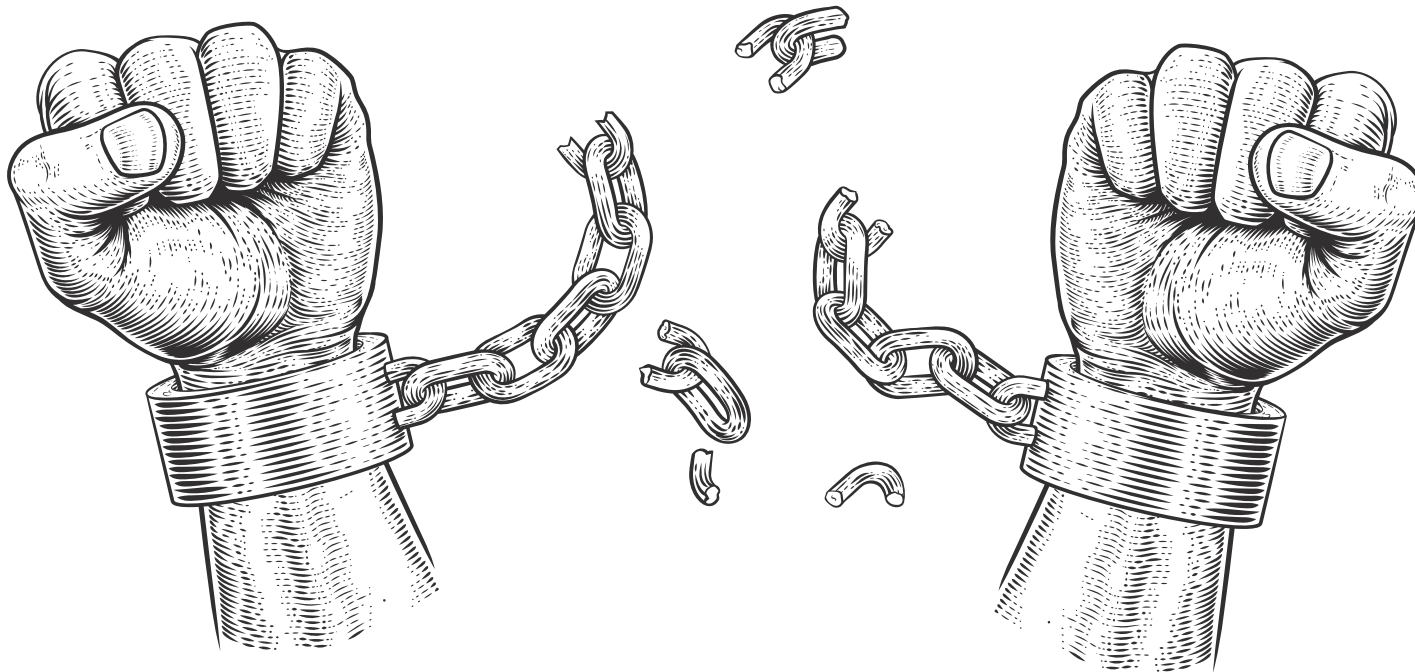


Uncovering Black British History

Late Georgians 1777-1837

History KS2



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Late Georgians 1777-1837

History

Key Stage 2

Learning aims

- To understand the role of the formerly enslaved people who fought on the side of the British in the American Revolutionary War
- To know about how they were treated by the British once the war was over
- To be aware of the resistance of enslaved people in rebellions in British colonies
- To understand the role played by Black people in the British abolitionist movement

Curriculum links

- To gain a coherent knowledge and understanding of Britain's past and that of the wider world and learn about a significant turning point in British history
- To understand the connections between national and international history; between economic, military, political, religious and social history
- To understand the complexity of processes of change.

The lessons within Uncovering Black British History, are most suitable for KS2, with some for upper KS2. Please adapt these to your class and pupils.



Keywords

American Revolutionary War – this was the war between Britain and its American colonies that ended in the United States of America becoming an independent country

American Patriots and British Loyalists – people who fought on the side of the rebelling American colonies were called American Patriots; those who fought on the side of Britain were called British Loyalists

Abolitionist Movement – this was the movement of people who campaigned for the ending of Britain's involvement in the slave trade and the use of enslaved labour in the British colonies

Plantations – the name given to estates in the colonies where crops like sugar, tobacco and cotton were grown with enslaved labour

Proclamation – an official announcement that tells the public about a decision taken by a ruling official in charge of an area/situation

Campaigner – someone who is working to raise public awareness of an important issue, change opinions and force the government to act to change the situation

Pamphlets – these were short written articles, printed and shared to present arguments to the public about key issues and events

Petition – a collection of signatures from members of the public, collected to demonstrate the scale of public feeling on a subject and often presented to government/important public figures to urge official action on the issue

Slave Narrative - a book written by, or with someone who has experienced being an enslaved person, to educate the public about the slave trade and the plight of enslaved people in the colonies

Emancipation – the act of freeing people from being enslaved

These can also be found at the end of this PDF and can be placed on a learning wall as they are discussed during the presentation.



PowerPoint presentation

The accompanying PowerPoint presentation has 46 slides with the following learning points:

- Slides 1 to 5 establish the lesson focus. We introduce the late Georgian era and establish that, whilst it includes a lot of famous events, we tend not to be told about the roles of Black people in some of them. This lesson will examine the role of black people in the American Revolutionary War; their treatment afterwards by the British; resistance and rebellion against slavery by Black people in the West Indies; and their role in the Abolitionist movement.
- Slides 6 to 10 look at The American Revolutionary War: explaining how the British encouraged enslaved Africans, owned by American Patriots, to escape from their plantations and join the British Loyalists. Slide 10 explains how, after the war, Black Loyalists who had fought with the British were evacuated to Nova Scotia in Canada and to England.

Activity 1 (slide 12)

- Slides 11 and 12 discuss The Georgian Black Poor: examining the example of James Albert Ukawsaw Gronniosaw – a Nigerian born man who became a slave. He was later given his freedom, joined the British Navy and ended up living in poverty in England with his English wife and children. We know about his life because of his book published in 1772. His obituary was published in the Chester Chronicle in 1775. Ask the children what they notice about how it describes his life? What does it say? What details are missing? They can use the template within this PDF to record their thoughts.
- Slides 13 to 15 tell us the story of The Black Loyalists: and how the government financed two schemes to relocate them to Sierra Leone in Africa. The first attempt in 1787, which tried to set up the Province of Freedom by relocating black people from England, was a failure, resulting in the deaths of the majority of the settlers. The second, in 1792, which also involved relocating Black Loyalists from Nova Scotia, was more successful and their settlement, Freetown, is now the capital of Sierra Leone.
- Slides 16 to 20 discuss Resistance and Rebellion: how slavery in the colonies relied on the Slave Codes to make the use of extreme violence against enslaved people legal, in order to keep them in a state of fear and to limit their movements. Slides 18 and 19 discuss how the peaceful strike in Jamaica in 1831, led by Sam Sharpe, was put down by the British Army. This resulted in hundreds of deaths, executions and transportations (to the penal colony of Australia). Although it was quashed, it did signal that slavery could not last much longer.



Activity 2 (slide 22)

- Slides 20 to 27 introduce The Abolitionist Movement in Britain. Britain's population at the time was just 12 million and during their years-long campaign, the Abolitionists collected 1.5 million signatures on their petitions. Ask the children if they can work out what percentage of the population that represents. Slide 25 introduces the Society for Effecting the Abolition of the Slave Trade. Slides 26 and 27 discuss the case of the slave ship Zong.
- Slides 28 to 40 is where we meet some of the campaigners (other than William Wilberforce): Slides 28 to 30 introduce Thomas Clarkson and his model of the slave ship Brooks. Slide 31 introduces Elizabeth Heyrick and discusses her pamphlet Immediate Not Gradual Abolition and her work on the boycotting of goods grown via enslaved labour. Ask the children if they know what it means when someone boycotts something? Slides 33 to 37 discuss the campaigning group 'The Sons of Africa' and establishes that Ottobah Cugoano and Olaudah Equiano were two of its founding members. Slides 34 and 35 discuss Ottobah Cugoano, Slides 36 and 37 discuss Olaudah Equiano and Slide 38, Mary Prince. The slides give an overview of their lives and the titles of their published slave narratives. Ask the children why they think that slave narratives were so important to the Abolitionist cause?

Activity 3 (slide 45)

- Slides 41 to 46 look at what happened next? We establish what happened when the Abolition Acts were passed: and that victory came in stages with the 1807 Act and the 1833 Act. Slide 42 explains what happened next for the slave owners – they kept their estates and were paid compensation for the loss of their slaves.
- Slides 43 and 44 explain what happened next for the slaves – they had to stay on their plantations, working for nothing for the next 6 years until they were finally emancipated on 1st August 1838. They received no compensation. Slide 45 introduces the Centre for the Study of the Legacies of British Slavery and the interactive map that allows people to search for the names and locations of the 46,000 British slave owners who were paid compensation after the 1833 Act. Ask the children to search to see if there were any slave owners in your area.



Worksheet

Look at this obituary for Gronniosaw that was published in the Chester Chronicle in 1775.

On Thursday died, in this city, aged 70, James Albert Ukawsaw Gronniosaw, an African Prince, of Zaara. He left his country in the early part of his life, with a view to acquire proper notions of the Devine Being, and of the worship due to Him. He met with many trials and embarrassments, was much afflicted and persecuted. His last moments exhibited that cheerful serenity which, at such a time, is the certain effect of a thorough conviction of the great truths of Christianity. He published a narrative of his life.

Chester Chronicle in 1775.

What do you notice about how it describes his life and his personality?





What details about his life are missing?

What questions do you have about his life?



Uncovering Black British History

Late Georgians 1777-1837: Keywords Flashcards



**American
Revolutionary
War**

**American
Patriots and
British Loyalists**

**Abolitionist
Movement**

Plantations

Proclamation

Campaigner





Pamphlets

Petition

**Slave
Narrative**

Emancipation



American Revolutionary War



American Patriots and British Loyalists



Abolitionist Movement



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Emancipation

