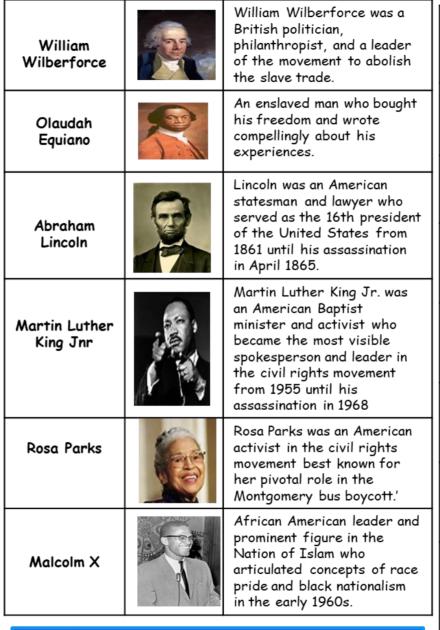
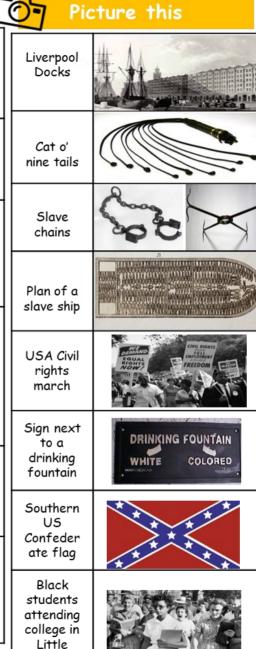
	Key Vocabulary			(
	Slave	A person who is the legal property of another and is forced to obey them.		Will
	Middle Passage	The middle part of the trade triangle where slaves were transported from Africa to the New World (mainly America and the Caribbean)		Wilber Olau Equi
	Auction	Process of buying or selling goods, usually to the highest bidder.		
	Plantation	An estate on which crops such as coffee, sugar, and tobacco are grown		Abro Line
	Abolition	The act of ending a system or practise for ever	ł	
	Petition	A list of signatures to show how many people agree or disagree with something.		Martin King
	Civil Rights	The rights of all citizens to political and social freedom and equality		
•	Abolition	The act of ending a system or practise		Rosa
	Emancipation	The process of giving people social or political freedom and rights		
	NAACP	National Association for the Advancement of Coloured People		Malco
	Jim Crow Laws	The system of racial segregation in the South, separated blacks from		
		whites in all aspects of public life		<u>Think</u> What









Rock 1957

Slavery and Civil Rights Year 8

The Middle Passage

The voyage from Africa the Americas was called the Middle Passage. Slave ships usually took between six and eleven weeks to complete the voyage. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction. There were two methods of loading the ship:

- Tight pack this method involved packing as many slaves into the hold as possible. It was expected that some would die but a large number would survive the voyage
- Loose pack fewer slaves were loaded, giving them more space to lie out. More slaves survived the voyage, so less money was lost.

Deeper Learning

Southern and Northern states in the US disagreed about the role of slavery in society, which ultimately led to the civil war. As more people from both the North and the South were moving west, the issue of slavery started to create problems. Settlers from the South wanted to move to the West and take their slaves with them, whilst Northerners wanted to stop the spread of slavery.

Did you know?

The Black Power movement argued they should focus on creating economic, social and political power of their own and did not discount the use of violence



Life in Pre-Slavery Africa

White Europeans thought that Africa was 'uncivilised' and thought that African people were no better than animals. It was this very basic thinking that made them think Africans could be exploited and taken into slavery. The reality is that just because white Europeans didn't understand Africa and its people didn't mean they were uneducated. The had their own language, were able to build structures such as houses and canoes. They were excellent hunters and fishermen and had their own strong culture of art, textile and pottery. They also had a very strong trade with North Africa and what is today the Middle East.



Tasks

Red: What was the Little Rock Crisis of 1957?

Amber: Describe the experience of slaves during the Middle Passage

Early timeline for racial equality

1863	Emancipation Proclamation made by
	President Lincoln

1865 Civil Rights Act of 1866 guaranteed equal rights under law for all people who lived within the jurisdiction of the United States

1868 Fourteenth Amendment to the U.S.
Constitution granted citizenship to all
people born or naturalized in the United
States

1870 Fifteenth Amendment to the U.S.
Constitution granted African American
men the right to vote

1875

Civil Rights Act of 1875 guaranteed African Americans equal treatment in public accommodations, public transportation, and prohibited their exclusion from jury service

<u>Green:</u> Explain how the Montgomery Bus Boycott started and what impact it had?

<u>Purple:</u> Evaluate who had a bigger impact on the lives of African Americans; Abraham Lincoln or Martin Luther King?

Abraham Lincoln had an impact on the lives of African Americans because...

However, Martin Luther King also had a big impact on the lives of African Americans because...

Overall, I agree/disagree with the statement because...

Picture This Key Vocabulary Key Vocabulary Jewel in the Crown: A group of countries ruled The armed forces of a **Empire** Military over by a single monarch or country. With a population over head of state. Buying and selling of goods. Trade 300 million, raw **Imperialism** Extending a country's power materials such as tea through taking land often done which Britain could sell Raw materials The basic/natural materials by military/armed force. and a strong army from which goods are made. India became the A country under the Colony richest part of the rule/control of another The oldest and most Royal society Empire for Britain. country. prestigious scientific society in Britain. It was formed by East India Company: The process of settling among Colonialisation followers of Francis Bacon to and taking control of promote scientific discussion From 1757 onwards. native/indigenous people. especially in the physical the British East India sciences and received its Company began to Originating from a certain **Indigenous** charter (official royal control much of India. place. backing) from Charles II in The money the British Relating to the production, 1662. made by exploiting **Economic** distribution, and consumption local rulers and Based on evidence. **Empirical** of goods and services. workers funded the observation and experience continuing progress of rather than theory. the Industrial Key points Revolution, In 1858 Exploitation The action or fact of *The British Empire began in the late 1500s under treating someone unfairly in India became an Queen Elizabeth I. official colony of the order to benefit from their *By 1913 the empire had grown to rule over 400 British Empire. work. million people, making it the largest empire in history.

Why did Britain build an empire?

economically from the empire.

Britain decided to build an empire for several reasons. These included:

*British government and society benefitted

*The people colonised by the British had British

laws and customs imposed upon them, lost their

ability to rule themselves and were, in many cases,

*To gain more money

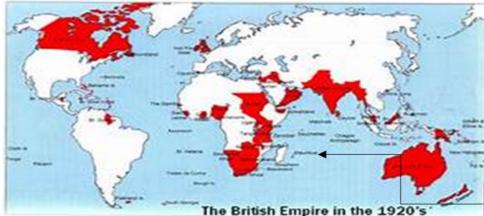
violently oppressed.

- ·To gain more power
- *To spread Christianity and British ways of life.

The Scramble for Africa:

In the 1880s the 'Scramble for Africa' took place (a competition between powerful European countries to gain land in Africa) and Britain came to control 30 per cent of the African population, with several African kingdoms destroyed in the process.

Can you name any of the countries in red?



Key individuals Was gueen of the United Queen Kingdom of Great Britain and Ireland (1837-1901) and Victoria empress of India (1876-1901). Robert Clive paved the way for British rule in India, fighting several key battles with the French for control of trade in Robert India. This helped cement the economic power that allowed Clive the British Empire to grow, as well as forging the strong connections between India and Britain that still exist today. Mahatma Gandhi has come to be known as the Father of Indian independence and a beacon of Mahatma light in the last decades of Gandhi British colonial rule, promoting non-violence, justice and harmony between people of all faiths. Sir Isaac Newton was an English mathematician, physicist, astronomer, alchemist, Isaac theologian, and author widely recognised as one of the Newton areatest mathematicians and physicists of all time and among the most influential scientists. Charles Robert Darwin FRS FRGS FLS FZS was an English Charles naturalist, geologist and Darwin biologist, best known for his theory of evolution. Francis Bacon argued for the possibility of scientific knowledge based on Francis reasoning and careful Bacon observation of events in nature. He was the inspiration for the Royal Society

Deeper Learning

Consequences of the British Empire:

Positive:

- •Infrastructure Britain gave its colonies developments such as roads and railways.
- •Language Through the Empire, the English language spread, allowing people to communicate using one language.
- •Culture The Empire made Britain more diverse.
- •Democracy Britain brought the idea of democracy to its colonies.
- Commonwealth The Commonwealth provided the old colonies with help and support after the Empire ended.
- •Law and Order The Empire brought their legal system to the colonies.
- •Education The British Empire brought their education system to the colonies.
- •Science The Empire increased scientific knowledge through the resources gained from and communication with colonies.

Negative:

- •Culture British culture was forced on the colonists, while the original culture was eroded.
- •Economics The colonies' economy was falling because most of the profit went back to Britain.
- •Soldiers The colonies had to provide soldiers who fought and died for Britain, including WWI and WWII.
- •Religion The Empire forced Christianity onto the colonists, stopping the practice of other religions.
- Disease The British brought with them new diseases which killed lots of people.
- •Theft The Empire took land and resources from the colonies.
- •Slavery African slaves were taken to America to be sold

Tasks



Red

State five countries which made up the British Empire.

State five items Britain gained from the Empire.

Amber:

What is meant by the term 'jewel in the crown'?

Green:

Explain how the empire led to the development of science.

<u>Purple:</u>

Spreading Christianity was the main reason for Britain wanting an empire. Evaluate.

Spreading Christianity was an important reason for the spread of the British Empire because...

However, there were other reasons why Britain wanted an empire such as...

Overall, I agree/disagree with the statement because...