

Abolition of Slavery Act 1807 - Character Cards

This activity is an introduction to the individuals and groups who played a key role in effecting the Abolition of Slavery Act, which brought an end to the transatlantic trade. The aim is to highlight the unsung heroes of the abolitionist movement whose dedication and tireless campaigning led to the passing of the act in 1807 and who continued to campaign after that time for the freedom of all enslaved people.

Developed by Anna Tomlinson from Kesgrave School in Ipswich.

Last updated 10th April 2011

The webaddress for this activity is:

<http://www.collaborativelearning.org/abolitionact1807.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Teacher Instructions

Print sets of character cards on different coloured card i.e. three sets for 30 pupils. Cut up cards and distribute colours randomly. Each pupil reads about their character, and then joins with another child with the same colour card and asks questions to discover the information from their partner. This pair then joins another pair and summarises their partners' characters to each other. The original card holder can add or amend information. Pupils can swap a partner to create a final group of the complete set of 10 different character cards.

Time line Activity

In groups of 5 cut up the 10 small information gap cards. (two groups of five can share a complete set of character cards).

Complete information gap cards by referring to the character cards and stick them in the correct place on the timeline. Both pages of the timeline will need to be enlarged to A3 size and stuck together.

Pupils may like to find images of the characters or events to add to the timeline. Useful websites include E2BN Abolition Project; Slave Trade Abolition in Cambridgeshire and Suffolk; Also BBC History: The Abolition of the Slave Trade- unsung heroes.

<http://abolition.e2bn.org/index.php>

http://www.joh.cam.ac.uk/admissions/outreach_access/stacs/

http://www.bbc.co.uk/history/british/abolition/abolitionists_gallery.shtml

Elizabeth Heyrick

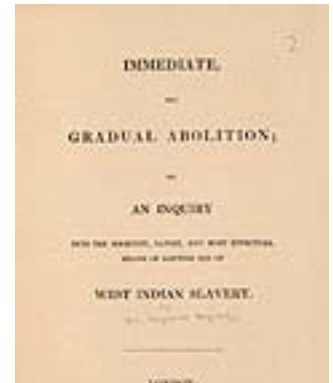


I am a teacher from Leicester and a member of the Quakers.

In the 1820s I thought men were moving too slowly to abolish slavery so I persuaded women not to buy sugar grown by slaves. I wrote a pamphlet in 1824 saying we should abolish slavery immediately; it sold hundreds of thousands of copies.

70 women's antislavery societies started up thanks to women like me. We visited hundreds of people's homes to get their support. I died in 1831, so I did not see the final abolition of slavery in the British Empire in 1833.

James Philips



I am a bookseller and printer who published Thomas Clarkson's essay against slavery in 1786. I belong to the Quakers. They are a religious group who believe that all men were created equal, so no man should own another.

I am one of nine Quakers who formed the Committee for Effecting the Abolition of the Slave Trade in 1787 along with Thomas Clarkson and Granville Sharp.

Quaker merchants and businessmen donated a lot of money to fund the anti-slavery campaign.

Granville Sharp



I became involved in fighting slavery in 1765, when I rescued a young black man called Jonathan Strong, who had been badly beaten by his master. I am one of the 12 men who formed the Committee for Effecting the Abolition of the Slave Trade in 1787 along with Thomas Clarkson and the Quakers.

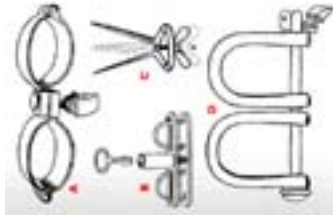
I saved many black people in England who had escaped from their masters. They were in danger of being kidnapped by slave hunters and sent back to the East Indies as slaves. I died in 1813.

Phyllis Wheatley



I was born in Africa in 1753. I was captured age 8 and taken to the USA. I was taught to read and write by my master's daughters. I began writing poetry aged 14, and had my first poem published in 1770. I had a book of poems published in 1773. I was the first black woman in Britain to have a book published. My poems told many people what it was like to be a slave, and I spoke out against slavery at public meetings.

Thomas Clarkson



I was born in Wisbech, Cambridgeshire, in 1760. I am over 6 feet tall with red hair. In 1786 I published an essay against slavery at Cambridge University, which changed my life.

In 1787 I founded the "Committee for Affecting the Abolition of the Slave Trade" with James Philips, Granville Sharp, and others. I met William Wilberforce and persuaded him to argue against slavery in Parliament. I travelled around England for 7 years. I visited hundreds of slave ships and collected articles of slavery such as shackles, information from sailors and also evidence of the skills of the African People. After 1807 I continued to campaign with others for the freedom of all slaves. I died in 1846 in Playford, near Ipswich.

Ignatius Sancho



I am a friend and neighbour of Ottobah Cugoano. I was born on a slave ship in 1729. When I was two my owner brought me to England. I was employed as a servant in London. I taught myself to read and write, and wrote music, poetry and plays, and spoke out about the slave trade. I wrote many letters to my friends about the evil of slavery. I died in 1780, but my letters were published and became a best seller. They were used as a powerful tool in the fight to end slavery.

William Wilberforce



I am a politician, the Member of Parliament for Yorkshire, and a friend of the Prime Minister, Mr William Pitt.

I was interested in social reform, and was influenced and helped by Thomas Clarkson and his fellow abolitionists to argue for abolition in parliament.

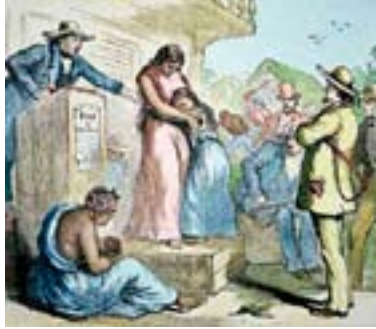
However it was 18 years before the slave trade was abolished in 1807. I continued to fight for the freedom of all slaves in the British Empire, along with Clarkson and the others. I died in 1833, the same year that all slaves were finally given their freedom.

Ottobah Cugoano



I was taken as a slave from Africa to the West Indies in 1770, and came to England two years later. In 1786 I helped a black man called Henry Demarre to escape, he had been kidnapped to be sent back to the West Indies. In 1787 my friend Olaudah Equiano helped me to publish a book on the slave trade, which was very popular and was even translated into French. I travelled around the country with Olaudah Equiano to speak about our books. I was the first African to publicly demand the abolition of the slave trade.

Mary Prince



I was born in 1788 to a slave family in Bermuda. I suffered terrible treatment as a slave. In 1822 I travelled with my owners to England, where the slave trade was now illegal. I joined the anti-slavery society and became the first woman to present an anti slavery petition to the government. I was also the first black woman to write and publish my autobiography in 1831. I wrote about slaves like myself who were still suffering through bad treatment and illness on the plantations in America, even though the slave trade had been abolished in Britain.

Olaudah Equiano



I was taken from Africa aged 11 in 1756. One of my masters named me *Gustavus Vassa*. I learned to read and write, and I bought my freedom for £40 in 1766. I became a sailor and travelled all over the world. I worked with campaigners like Granville Sharp to help slaves who had escaped from their owners and had been recaptured in England. I wrote my autobiography in 1789, "*The Interesting Narrative of the Life of Gustavus Vassa*". I travelled all over the country for five years, speaking at public meetings, with the help of friends such as Thomas Clarkson. Tens of thousands of people read my book or heard me speak, and decided to join our cause for the abolition of slavery.

Time line cards

<p>Granville Sharp</p> <p>-----</p> <p>in 1813</p>	<p>-----</p> <p>born in Wisbech, Cambridgeshire</p>	<p>-----</p> <p>is the first black woman in Britain to have a book published in 1773.</p>
<p>Olaudah Equiano helps</p> <p>-----</p> <p>To publish his book about the slave trade in 1787</p>	<p>Clarkson and his friends form the Committee for Affecting</p> <p>-----</p> <p>in 1787</p>	<p>Thomas Clarkson dies in</p> <p>-----</p> <p>near Ipswich.</p>
<p>Phyllis ----- who wrote poems about slavery, is born in Africa</p>	<p>James Philips, the Quaker, publishes Thomas Clarkson's</p> <p>-----</p> <p>against slavery.</p>	<p>In 1766, Olaudah Equiano buys</p> <p>-----</p> <p>for £40</p>
<p>-----</p> <p>is taken from Africa, aged 11</p>	<p>Mary Prince publishes</p> <p>-----</p> <p>She is the first black woman to do this.</p>	<p>Olaudah Equiano publishes his book called</p> <p>-----</p>
<p>Granville Sharp rescues</p> <p>-----</p> <p>And becomes involved in fighting slavery.</p>	<p>Ignatius Sancho</p> <p>-----</p> <p>And his ----- are published.</p>	<p>Parliament abolishes all slave trade in the</p> <p>-----</p> <p>in 1833.</p>
<p>Thomas Clarkson travels the country for ----- years collecting</p> <p>-----</p> <p>from 1787-1794</p>	<p>Elizabeth Heyrick writes her pamphlet urging government to</p> <p>-----</p> <p>immediately!</p>	<p>The</p> <p>-----</p> <p>is abolished by the government in 1807.</p>

