

A young man with brown hair, wearing a light blue school shirt and a blue and yellow striped tie, is looking down at a large, weathered terracotta jar. The jar has two handles and a small, dark, rectangular object attached to its side. The background is blurred, showing other people in a museum setting.

# Transatlantic Slavery and Abolition

Pre-visit **resource**



Museum  
Gallery  
Archive



# Transatlantic Slavery and Abolition

## Key Stage 3/4

### About this pre-visit resource

This pre-visit resource gives you detailed information about the session you are attending with your class, as well as some extra tips about our venue, so that you can be well prepared for your visit to The Box..

### About this workshop

This workshop takes place in the Simmons Learning Room at The Box. It explores the history of Transatlantic Slavery and its abolition using object handling and enquiry techniques. It explores how Plymouth was involved in this trade as a significant transatlantic port, as well as the ways in which individuals from Plymouth supported the abolition movement.

### Curriculum links:

**History:** Britain 1745-1901

#### Key themes

Key themes of the workshop include:

- Transatlantic slavery
- Abolition

#### Key vocabulary

Key and new vocabulary covered in the workshop includes:

- Trade
- Rebellion
- Middle passage
- Manilla
- Cowrie shell
- Shackle
- Sugar cone
- Tobacco



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## Key Stage 3/4

### Detailed Workshop Outline

1. The session begins with the facilitator introducing a background history to the Transatlantic Slave Trade, including the triangular trade route and how it operated.
2. The facilitator then introduces object enquiry skills and techniques, using the example of a Benin Bronze Plaque on an interactive whiteboard.
3. The students are split into six table groups, and each group is given a set of handling objects on one of three themes:
  - Plantation
  - Domestic use
  - Trade
4. The students are then guided through a set of enquiry questions for each theme of objects.
5. When students explore their first theme of objects, they are asked 'which parts of the triangular trade are the objects linked to?'
6. When students explore their second theme of objects, they are asked 'which parts of the triangular trade are the objects linked to? And what made this business work?'
6. When students explore their third theme of objects, they are asked 'which parts of the triangular trade are the objects linked to? What made this business work? And to choose one object you would take back to school to teach about transatlantic slavery, and why?'
7. Following their guided enquiry into the three themes of objects, the facilitator will lead a whole-class discussion to explore what they have found out.
8. Staying in their groups, the students will then be presented with a further object to discuss 'Who was trying to stop slavery?'. This will also be followed by a whole class discussion.
9. To finish the session, the students will reflect on the variety of primary sources that they have used in their historic enquiry.

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### Preparing for your session

Invite your students to do independent research into Sir Francis Drake and John Hawkins, including finding the ways in which these individuals have been remembered in Plymouth through statues and place names.

Lead a whole class discussion on how we remember individuals in the past. Should these individuals be commemorated in the ways that they are?

Take an interactive look at some amazing objects from Benin held by museums all over the world, by going to [sketchfab.com](http://sketchfab.com) and typing in 'Benin Bronze'. Discuss with your group if these objects should be held by British museums, or if they should be returned to Africa.

Plan a pre-visit to The Box before you come with your class, so you are familiar with the environment and spaces before your visit.

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### Visit the galleries

The galleries at The Box hold objects and archives about the topic you have explored in this session, as well as other fascinating subjects. To find out more about this topic, visit these galleries at The Box:

**100 Journeys**

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### Risk assessment

To help you to write your risk assessment for your visit, we have created a Teachers Hazard Assessment which holds common risks and solutions that you might want to include. Visit this page <https://www.theboxplymouth.com/schools/school-visits> for the Hazard Identification Sheet.

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