Non-Fiction Unit: 19th Century Text Lesson Activities and Resources

|  |  |
| --- | --- |
| **Activity title** | **POST – 16 RESIT: NON-FICTION UNIT: Paper 1** ***Communicating information and ideas effectively from non-fiction texts* – 19th century text and one other (21st century) text.** |
| **Instructions for teachers** | Here are learning resources, based on the subject of Black British History with a focus on the slave trade in the 19th Century, to enable the following:1. **Discussion points**: speaking and listening opportunities- exploring information and ideas, expressing responses to material presented.
2. **Reading opportunities** for learners to be able to:
* identify and interpret ideas and information from texts
* summarise ideas and information from a single text and synthesise from more than one text
* draw inferences and justify points of view by referring closely to evidence from the text
* use a broad understanding of the text’s context to inform their reading
* explore connections across texts to develop their understanding of the ideas, attitudes and values presented in them.
1. **Writing opportunities** in preparation for a short speech, learners to be able to:
* organise ideas and information clearly and coherently
* select and emphasise key ideas and information
* maintain a consistent viewpoint
* make considered choices of vocabulary and grammar to reflect audiences, purposes and contexts
* adapt tone, style and register as appropriate
* use the knowledge gained from wider reading of non-fiction to inform language choices and techniques
* make appropriate use of information provided by others
* cite evidence and quotation effectively to support views
* use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling.
1. **Speaking and listening skills** are revisited in the opportunity provided to prepare and plan for a short speech.

**Please note:** Supporting texts at end of ‘Description’: Timings allocated are approximate as timing depends on, for example, context of learning, class size; lesson content/plan is written for the teacher to deliver to the learners, to amend as appropriate. |
| **Introduction** | **3 sections: Section 1 is 50 minutes; Section 2 is 45 minutes and Section 3 is 65 minutes. However, they can each be divided up across lessons if required.**Here are opportunities to continue to get to know your learners and generate a ‘supportive’ and ‘safe’ learning environment by using accessible subject- matter that invites learners to talk about an aspect of Black British History, with a focus on the slave trade, and female power, courage and survival in the face of extreme adversity through the voice of ‘Mary Prince’. There are opportunities to embed peer -support throughout this activity as well as develop independent learning.Learners will explore an aspect of Black British History that will lead to delivering a short ‘speech’ after thinking about and sharing their own personal responses; reading texts related to the subject to further develop their own thinking and finally organise their ideas in the form of a short speech. |
| **This activity prepares for Reading question Question 1, 2, 3 or 4** | This activity provides learners with an accessible more ‘holistic’’ revision session. It focuses minds on Paper 1 of the exam through encouraging the use of the following skills in response to reading: identifying information (Q1, 2) summarising, drawing inferences, exploring connections between texts (Q3,4). It provides opportunities for speaking and listening skills to be revisited.Writing skills are an embedded focus.  |

Description

**Section 1: 50 minutes**

**Introduction**: Teacher explains aims and objectives of the lesson- refer to (1), (2) in instructions. **(5 minutes).**

**Starter, reading point**: Divide class up in pairs or groups, give each of them either source 1,2,3, or 4. Ask them to quickly read through the extract and come up with ideas to share with the whole class about what their extract is about, what strikes them about it , what’s its purpose do they think, how do the extracts make them feel?

**For example, they could come up with some ideas around: slavery/slave-trade; personal experience; , information, argument , persuasion, description; violence, anger, injustice; British black history; anti-slavery, abolition; freedom; money** … makes them feel uncomfortable, angry, defiant. **(10 minutes)**

**Class talking point: exploratory and development stage**: Make sure every student has each of the 4 extracts at this point. Learners give feedback /share and discuss ideas- teacher pools responses together on the board- draws out salient points/feelings re first impressions on themes, genre, narrative style… how did they find reading a 19th century extract, for example? e.g. *they could come up with some ideas around: slavery/slave-trade ; personal experience; , information, argument , persuasion, description; violence, anger, injustice; British black history; anti-slavery, abolition; freedom; money* …) Make the point that what we are doing here is getting an important senses of ‘the bigger picture’ of what the text is about first , from considering the whole of the text, before going in to any particular detail. **(10 minutes)**

**Clarifying genre: What is non-fiction**– what kinds of things can non -fiction include? Ask them if the extracts they have just been reading were non-fiction and to give reasons why they think this. Main purpose here is to make it clear that non-fiction can have literary elements. See below to reassure and remind them. **(5 minutes)**

**Definition**: Non-fiction text is based on facts. It is really any text which isn’t fiction (a made-up story or poetry). Non-fiction texts come in a huge variety of types. You find them everywhere in life, from the back of the cereal packet at breakfast, to a textbook at the library. They can range from a newspaper article to a review of a new computer game. They are written for many different purposes and are aimed at many different people or audiences.

**Non-fiction texts include:**

advertisements

reviews

letters

diaries and blogs

newspaper articles

information leaflets

magazine articles

Literary non-fiction

Literary non-fiction is a type of writing which uses similar techniques to fiction to create an interesting piece of writing about real events. Techniques such as withholding information, vivid imagery and rhetorical devices can all be used. These techniques help to create non-fiction which is enjoyable and exciting to read. Some travel writing, autobiographies, or essays that consider a particular viewpoint are key examples of literary non-fiction. Their main purpose is to entertain whilst they inform about factual events or information.

**Literary non-fiction texts include:**

feature articles

essays

travel writing

accounts of famous events

sketches (normally a fact file profile that gives key information about a person, place or event)

autobiographies (where you write about yourself) or biographies (where someone else writes about you) - these texts may be written by sportspeople, politicians, celebrities or by ordinary people who aren’t well-known

<https://www.bbc.co.uk/bitesize/guides/zshg4j6/revision/1>

**Extending contextual knowledge**: Listening, note-taking activity - drawing students into the topic and genre.

Refer to Source 5 (written material), if preferred, the work of David Olusaga, Professor of History at Manchester University: <https://www.historyextra.com/period/georgian/britain-slavery-slave-trade-abolition-act-black-history-david-olusoga/> - brief extracts could be taken out to discuss.

**Show a series of clips,** a**fter each clip shown, get learners to make quick ‘headline’ notes of what important information they learned about the slave trade and Britain’s role in it. Show this 3 min clip from you tube:**

<https://www.youtube.com/watch?v=pb4KXt2Cv-U> - *A Very English Slave Trade - Understanding Britain & Slavery in the 17th Century | Black and British – how Britain was the slave trading centre of the world*

**and/or or take clips from this source** : <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners-1830-slavery/z4f76v4> - *Historian David Olusoga investigates evidence of British slave ownership in the 1830`s, referring to 40,000 owners with over 800,000 slaves in the Caribbean and elsewhere.*

**Or clips from** <https://www.bbc.co.uk/programmes/b083rb2v> *Moral Mission Black and British: A Forgotten History Episode 3 of 4 In part three of this ground-breaking series, historian David Olusoga explores the Victorian moral crusade against slavery.*

**Write a list:** Learners have 30 seconds to list headlines of what they remember from the past 10 minutes about the slave trade and Britain’s part in it. Put thoughts/feelings/information on post its and stick on board for class to share. **(15 minutes)**

**Talking point: What did they remember?**

Get them to explain why they remembered those particular points. Class discussion – any surprises in what was/wasn’t remembered? Invite discussion on anything new they may have learned or in response to being reminded of Britain’s part in the slave trade. **(5 minutes)**

**Section 2: 45 minutes:**

**De-mystifying reading a 19th c text: activity**: refer to source 2 and 3.

Pick out **from source 2 and 3** what details we learn about Mary Prince – pick out words or phrases that strike them about her background, her life story.

**Background information below., expected to be picked out - to be added with words/phrases that make an impression on them, personal responses, to be underlined**:

* Mary Prince, a formerly **enslaved** woman who shared her personal experience of Caribbean slavery with the world in her memoir, *The History of Mary Prince* ('Molly' was the name she herself used: 'Mary Prince' was the name given to her by the London abolitionists).
* Mary Prince’s narrative is one of the only accounts of British colonial slavery by an enslaved woman.
* It was recorded from conversations with her and published in 1831 in London by abolitionist activists to assist the effort to abolish slavery.
* British abolitionists distributed autobiographies of people who had experienced slavery, such as works by Mary Prince. If only the British public could hear the voices of black people through their writing, then they could empathise with their oppression. It would then become possible to look into the eyes of the enslaved and see a person staring back. **(10 minutes)**

**Talking point:** Share/discuss responses as a whole class. **(5 minutes)**

**Reading response activity**: Individually get them all to read the Mary Prince extract. Then, prompt them through questions below to put down their responses to this extract at this stage of reading:

* How do they feel about Mary Prince’s life?
* What do they make of what she tells us?
* What stands out for you? Why?
* What is surprising here?
* Do you feel sympathy for her? Why?
* Given what she has recorded, can you imagine what it would be like to be her from this?
* This extract was written over 180 years ago- what difference does this make to you? Why?

**(15 minutes)**

**Talking point: share and explore responses. (5 minutes)**

**Writing activity for further engagement/confidence building re responding to 19th century text; developing sympathy and empathy: Imagine Mary Prince could read your response.**

*Write a paragraph back to Mary Prince, include your thoughts and feelings having read about her life over 180 years later. (****10 minutes****)*

**Section 3: 65 minutes: THE EXAM QUESTIONS**

Learners on their own should now be ready to attempt the exam questions below.

**If they are not yet ‘ready’ they could be given these questions in pairs – for peer support- to help each other answer and then feedback to the whole class.**

**Alternatively, some questions – perhaps the more challenging ones (3 and 4) – could be answered ‘collectively’ and ‘collaboratively’ as a whole class or in small groups – with the teacher ‘modelling’ some sections as they go along**.

The timings allocated for each question are not the guided timings for the exam – but for ‘teaching time’.

By the end of this section all learners should have written up their answers to each question. They should also have opportunities to reflect on what they can learn from their ‘successes’ and what support they could do with , for example from their peers and also they should have a go at ‘problem solving‘ for themselves about parts of the exam questions they need to work on to improve. Teacher guidance/feedback at every stage of this of course.

**Question 1 of the exam: responding to detail: Mary Prince extract – 2 marks**

(a) Identify two phrases from the first 4 lines that show Mary Prince’s feelings about the lies being told about slaves.

*‘I am often much vexed; I feel great sorrow’*

(b) Give one reason why Mary Prince is angry that some slaves are’ happy’. – ***1 mark***

‘*they have the halter round their neck and the whip upon their back … are disgraced and thought no more of than beasts*?’

(c) The writer says the slaves are treated ‘*just as cattle’*. Explain why she chooses this description for their treatment. *–* ***1 mark***

*This shows how human beings are being treated like animals.* **(5 minutes)**

**Question 2 of the exam: comparing two texts – finding connecting points – *6 marks***

**Look again at sources 1 and 4**

Both texts describe the impact of slavery: what are the **similarities** between the two.

Draw on evidence from both texts to support your answer.

Learners to pick out similarities from each text by way of quotation (3 points of comparison), looking for ways in which treatment of slaves is commented on in similar ways – for example:

**(1st similarity – inhumane treatment) Source 4**: ‘the trade in human beings as an indefensible barbarity, brutal, mercenary and inhumane from its beginning to its end’. **Source 1:** Mary Prince: slaves ‘disgraced and thought no more of than beasts. They tie up slaves like hogs – moor them up like cattle, and they lick them, so as hogs, or cattle, or horses never were flogged.’

(**2nd similarity – criminal immoral treatment**) **Source 4**: ‘a sense of injustice – and damage – suffered’. **Source 1** : ‘We don’t mind hard work, if we had proper treatment and proper wages’ or ‘they will have work-work-work, night and day, sick or well, till we are quite done up, who cares for us, more than a lame horse?’.

(**3rd similarity – devastating impact, breaking up families, selling people products on the market**) ‘Britain transported more than three million Africans across the Atlantic, and the impact of the trade was vast.’. **Source 1**: slaves ‘separated from their mothers, and husbands and children, and sisters, just as cattle are sold and separated?’ **(10 minutes)**

**Question 3 of the exam: looking at language and structure in response to Source 4 *12 marks***

**Look again at lines – 11-26.**

Explore how Stephen Castle uses language and structure to present the case for an apology by colonial powers such as Britain in view of their treatment of human beings in a slave-trade.

Support your ideas by referring to the text, using relevant subject terminology. **(20 minutes)**

**Answer could include some of the following:**

1. **Introduction should make overall points about learners’ understanding of what is being said here**. For example, points that capture some of the following:
* The legacy of slave-trade still with us today, despite slave trade being outlawed in Britain in 1807.
* It seems wrong that slave -owners received financial compensation at the time for losing ‘their property’ and that victims of slavery received nothing but their ‘freedom’ from enslavement.
* Today an apology for such acts of atrocity at the very least – if not also other reparations- should happen.
1. **Comments on structural aspects used (features beyond word level) and comment on use of specific language features and the impact of both on presenting the case about why there is a need for an apology.**

For example, some of the following aspects could be included, with supporting evidence from the text itself: use of statements; facts; juxtaposition; contrast; repetition; anecdote; variation on noun; irony; development of discussion from start to end in paragraphing – and impact of all of these features.

To make the case the reader is presented at the start with a **list of facts deliberately juxtaposed** that connect the section together : dates (1807,2016), countries (Britain, Holland), leaders (British and Dutch: Blair, Asscher) ; peoples: ‘three million Africans across the Atlantic’ ; ‘between one-fifth and one-sixth of all wealthy Britons derived at least some of their fortunes from the slave economy’ – impact: **together they show** the continuation and far reaching influence of the history, ‘legacy’, of the slave trade on the world today.

**The paragraphing is sequenced to build the case, through contrasting facts**, for example, how compensation was given to the slave-owners but not to slaves – impact: showing huge injustice. The text is also structured around **the repeated use of variations of the noun ‘slave’: ‘slavery’ slave-owners**. Impact: This use of repetition emphasises the subject of the extract and the power of slave-owner over slaves, their ‘victims’. As the reader reaches **the closing paragraphs the case builds to a further final shock** about the ‘many atrocities of slavery’, **by way of anecdote,** when we hear how in 1783 ‘133 slaves’ were ‘thrown overboard’ as the ship ran out of drinking water, so that the captain ‘could claim insurance for lost cargo’. Impact: This anecdote reminds the reader how human beings were treated with inhumanity, as nothing more than products to be bought and sold and killed to get money. This last story is highly emotive, showing the extent of the horrors inflicted on slaves in the slave-trade.

**The final punch comes in the closing sentence** **in the form of a statement:** ’In 2007, on the 200th anniversary of the abolition of the trade’ when there had been a time when ‘the sale of men, women and children was carried out lawfully on behalf of this country’ – no apology has yet come. Impact: **The use of the word ‘lawfully’** here twists the meaning, suggesting that the slave-trade had some legitimacy and rather perverts our idea of the law. This use of ‘lawfully’ could **ironically** make us think that the slave trade was in fact a crime against humanity. This furthers the case that an apology should be made.

|  |
| --- |
| **Learners self-assess:***How can I develop my work beyond what I am doing at present? Why will this be an improvement?***On finishing any work:*** Learners identify the areas of their work they feel most confident about and those they feel they need to do more work on. Make a note of these and follow up on them at the next opportunity.
* Compare it to previous work; identify common mistakes and target these as an area for improvement.
* **Create a personal checklist** of five things they need to improve. Use this checklist to assess every piece of work they do. Once they are consistently doing all the things on the checklist, write a new one.
 |

**Question 4 of the exam about text 1 (18 marks)**

*The History of Mary Prince* and Text 4 *Caribbean Nations to Seek Reparations, Putting Price on Damage* *of Slavery,* By Stephen Castle.

**Both texts powerfully persuade you that the treatment of black people during the slave trade is a shameful, destructive part of British history.**

How far do you agree with this statement?

In your answer you should:

* Discuss what each text says about the damage caused by slavery.
* Explain how far the texts do present slave- owners as inhumane.
* Compare the ways the texts present their ideas about the slave trade and the treatment of black people during this time. **(30 MINUTES)**

**Answer guidance**

Here learners need to make independent judgements about the two unseen texts. Best approach is to make a sustained comparison of the degree to which the texts present the treatment of black people during the slave trade as a shameful and destructive art of British history.

**Discuss different contexts of the texts** – one is **a personal, direct immediate experience**, from **the point of view** of a woman in 1831 who has been a slave. This makes it much more powerful and hard-hitting:

‘*I have been a slave myself – I know what slaves feel – I can tell by myself what other slaves feel, and by what they have told me*.’

**The other is *a more impersonal informative article*** that shows the argument for an apology and need for reparations for the damage caused by the slave trade on black people’s history**. Through a series of facts, and quotes** from well-known public figures, Castle reminds us of the many acts of atrocity carried out during the slave-trade and their consequences. It has **a more detached, impersonal point of view** but it is, differently, very powerful on the reader.

**They each show** the horror inflicted on black people during the slave trade. **Mary Prince’s account is focussed much more on personal descriptive detail** of the painful suffering, acts of violence and tearing apart of families, including her own, caused by the slave trade: (any brief quotes taken from the following would do by way of illustration), for example:

‘*the halter round their neck and the whip upon their back disgraced and thought no more of than beasts? Separated from their mothers, and husbands and children, and sisters, just as cattle are sold and separated… wife or sister or child, and strip them and whip them.’*

**Mary Prince’s extract has more of a direct emotional impact** because she is telling us of her own experience **whereas Stephen Castle is more impersonal,** giving us more numbers, dates, facts on a much larger scale that together show just how huge the slave trade was and how many millions of Africans it damaged and destroyed ‘*Britain transported more than three million Africans across the Atlantic’*. He also includes an horrific story in: ‘*1783 involving a slave ship that ran out of drinking water, prompting its captain to throw 133 slaves overboard so he could claim insurance for lost cargo*.’ **This again, like Mary Prince’s detail,** shows the shameful damage and destruction inflicted on black people, treated less than animals you could say here, during the slave trade. Castle reinforces Mary Prince’s terrible life experience as a slave.

Mary Prince talks of how ‘*There is no modesty or decency shown by the owner to his slaves’*, **she repeats** over and again throughout this extract examples that strongly show the barbaric treatment of slaves, how black people were treated like ‘*cattle* *‘, flogged ‘like horses’*. She cannot understand how the English can behave in this way and speaks of ‘shame ‘and ‘*often wondered how English people can go out into the West India and act in such a beastly manner. But when they go to the West Indies, they forget God and all feeling of shame’.* **Her personal, voice comes through very strongly**, her sense of outrage at all the lies and the need for justice: ‘*I tell it, to let the English people know the truth’* and for slavery to stop ‘*for evermore’.*

But **even though Castle’s view is distant and a voice from the present day**, combined with Mary Prince’s account they both powerfully persuade us that the shameful acts of the British slave traders are a massively destructive part of British history. What Castle shows us is that Mary Prince’s call for justice and truth: ‘for the actions of long-dead leaders and generals, remains a touchy one all over the globe’.

|  |
| --- |
| **Source 1****The History of Mary Prince - published in 1831**Extract begins:‘I am often much vexed …And ends:I tell it, to let the English people know the truth; and I hope they will never leave off to pray God, and call loud to the great King of England, till all the poor blacks be given free, and slavery done up for evermore.’**Glossary:**Lick: (HIT) old-fashioned informal definition: *the act of hitting someone with something such as a whip* The Sabbath: *the day of the week kept by some religious groups for rest and worship.*(Cambridge dictionary)Page 22 on the link below.[https://books.google.co.uk/books?id=RTJcAAAAcAAJ&pg=PA40&dq=history+of+mary+prince&hl=en&sa=X&redir\_esc=y#v=onepage&q=history%20of%20mary%20prince&f=false](https://books.google.co.uk/books?id=RTJcAAAAcAAJ&pg=PA40&dq=history+of+mary+prince&hl=en&sa=X&redir_esc=y" \l "v=onepage&q=history%20of%20mary%20prince&f=false)**Source 2**Extract begins:‘… Mary Prince, a formerly enslaved woman who shared her personal experience of Caribbean slavery with the world in her memoir,and ends:After her appearance in two libel trials in 1832 connected to the publication of her story, Mary disappears from the records: her subsequent life remains unknown.’**Written by Dr Nicholas Draper, Director of the Centre for the Study of the Legacies of British Slave-ownership, University College London**Scroll to lower part of the webpage (link below) under the heading ‘From the Register to life: Mary ‘Molly’ Prince.<https://www.ourmigrationstory.org.uk/oms/slavery-and-the-african-diaspora-journeys-from-the-caribbean-to-britain>**Source 3** **Slave trade routes in the 17th century. Photograph: Alamy**Extract begins:‘In Barbados, the British established one of the first modern slave societies. Slavery had certainly been practised in many parts of the world since ancient times.And ends:If only the British public could hear the voices of black people through their writing, then they could empathise with their oppression. It would then become possible to look into the eyes of the enslaved and see a person staring back.’<https://www.theguardian.com/news/2018/mar/29/slavery-abolition-compensation-when-will-britain-face-up-to-its-crimes-against-humanity>**Source 4****Caribbean Nations to Seek Reparations, Putting Price on Damage of Slavery****By Stephen Castle****Oct. 20, 2013**Extract begins:‘LONDON — In his 2008 biography of an antislavery campaigner, Britain’s foreign secretary, William Hague,And ends:and on such a vast scale that it became a large and lucrative commercial enterprise.’<https://www.nytimes.com/2013/10/21/world/americas/caribbean-nations-to-seek-reparations-putting-price-on-damage-of-slavery.html?_r=0>**Source 5****David Olusoga: “Thousands of Britons opposed abolition – because they owned slaves”***Thousands of 'ordinary' Britons profited from the slave trade – and, says David Olusoga, they weren't about to accept abolition without a fight...*Extract begins:‘Tucked away under the trees in a shady corner of Clapham Common, south-west London, stands Holy Trinity church. And ends:The work of the men and women she called her property delivered Elletson an annual income, in the 1780s, of £6,000 per year – around £5m today.’**This article was first published in the May 2015 issue of BBC History Magazine**<https://www.historyextra.com/period/georgian/britain-slavery-slave-trade-abolition-act-black-history-david-olusoga/> |

We’d like to know your view on the resources we produce. Click ‘Like’ or ‘Dislike’ to send us an auto generated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email will not be used or shared for any marketing purposes.

Looking for another resource? There is now a quick and easy search [tool to help find free resources](http://www.ocr.org.uk/i-want-to/find-resources/) for your qualification.

**Resources**: the small print

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

© OCR 2020 - You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](https://www.ocr.org.uk/qualifications/expression-of-interest/).

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.