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TEACHING SCENARIO FOR IMPLEMENTATION OF THE INTERDISCIPLINARY PROJECT FOR STUDENTS

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Project title:	Get up, stand up for your rights
Correlating subjects:	History and English language
Key terms:	American Civil Rights, racial discrimination, segregation, slave trade, slavery

Activity title:	History class: The Trans-Atlantic slave trade and the triangular trade
Activity duration (min):	50 minutes
Detailed activity description:	
<p>Instruct the students to use the link https://view.genial.ly/628bde8fccdca700102e9171/presentation-the-transatlantic-trade to connect to a teaching presentation on Genially about the Trans-Atlantic slave trade and the triangular trade. Students must study documents and analyse them. The last three slides are questions that students must answer with the help of the presentation.</p> <p>You can hand out a printed version of the questions (Annex 1) for students to work on and keep in their copybooks.</p> <p>Then, together with the whole class, discuss their findings and give them the correct answers.</p> <p>Going further, make sure students all understand the concepts and the links between slave trades, triangular trade, European economic growth and plantation economy. Students will need to learn this lesson as homework.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	

Activity title:	History class: Being a slave – Olaudah Equiano
Activity duration (min):	50 minutes
Detailed activity description:	
<p>Instruct the students to use the link https://view.genial.ly/628d24a3fc789100184b35fb/presentation-the-story-of-olaudah-equiano to connect to a teaching presentation on Genially. Students will have access to several documents: 5 pictures, 5 posters and extracts from Olaudah Equiano's book <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (1789). Students must study these documents, analyse them and answer (writing in their copybooks) several questions.</p> <p>Finally, hand out a blank map (Annex 2) and instruct students to complete it, using the information they learned from the documents, to show Olaudah Equiano's life and travels.</p> <p>Together with the whole class, discuss their findings and give them the correct answers.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	



Activity title:	English language class: Buffalo soldiers
Activity duration (min):	15 minutes
Detailed activity description:	
<p>Discuss the phrase “Buffalo Soldiers” with the whole class, asking questions to get students to reflect on the meaning of the phrase, the nature of the document, the author, and what they expect to hear. Instruct the students to use the link https://quizizz.com/admin/presentation/6287dad2afb680001e346ecb to connect to an audio quiz on Quizizz. Students must listen to extracts from Bob Marley’s song “Buffalo soldiers” and answer questions.</p> <p>Together with the whole class, discuss their findings and give them the correct answers.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	

Activity title:	English language class: A timeline of African-American history
Activity duration (min):	35 minutes
Detailed activity description:	
<p>Hand out a printed document (Annex 3) showing a detailed timeline of African-American history, from the arrival of slaves in American colonies to nowadays. Instruct students to study it for 5 minutes, then discuss with the whole class, asking questions to get students to reflect on the type of document, to understand how a timeline works (which is the earliest date, the latest date, etc) and what they expect to learn.</p> <p>Hand out a printed worksheet with a simpler timeline (Annex 4). Students must complete the blanks in the timeline by extracting the relevant information from the first document.</p> <p>Together with the whole class, discuss their findings and give them the correct answers.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	



Activity title:	English language class: A biography of Rosa Parks
Activity duration (min):	40 minutes
Detailed activity description:	
<p>Show on the board a picture of Rosa Park and ask students what information they expect to find out about her (Name? Nationality? Date of birth? Death? What she is famous for/ what happened to her...).</p> <p>Instruct students to connect to a short video on Flexclip by clicking on the link https://www.flexclip.com/share/76662851658004000664b91af28b4c283b3038.html</p> <p>After they have watched the video about Rosa Parks (twice), hand out a printed worksheet (Annex 5): students must answer questions about the Flexclip video, showing that they understood the major events in Rosa Parks' life.</p> <p>Together with the whole class, discuss their findings and give them the correct answers.</p> <p>Hand out a printed worksheet (Annex 6) which explains the grammatical aspect of the lesson (how to say in English what was allowed, compulsory or forbidden in the past). Depending on how much time there is left, this can either be done in class or given to students as homework.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	

Activity title:	English language class: Famous African-Americans (1)
Activity duration (min):	10 minutes + homework
Detailed activity description:	
<p>(NB: students will have had previous training in Flexclip).</p> <p>Ask the students to look at the detailed timeline (Annex 3) they studied in a previous session. Ask them to identify the people in the timeline.</p> <p>Explain the homework task which is: they need to work in groups and present one of these people to the class, using Flexclip. Their video should not last more than 2 minutes. Discuss with them what relevant information about this person is expected from them (personal info, major events, dates, etc..) . Decide which group of pupils works on which famous person.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	



Activity title:	English language class: Famous African-Americans (2)
Activity duration (min):	30 minutes (after homework)
Detailed activity description:	
<p>This is when students show their videos to the class.</p> <p>First, recall Rosa Parks and how the video worked. Then, recall quickly with the whole class what they're expecting to find out from each video – for instance: the person's name, dates of birth and death, why they're famous, what happened... Will there be background music? Pictures? A narrating voice?). Instruct the students to write these down, as it will be the basis of their work: while watching the videos made by their classmates they'll tick what elements they saw/heard, and will be able to say what was missing. Thus, they will be actively watching the videos.</p> <p>Once all videos have been watched, discuss with the class the videos, what information was lacking, what could be improved, etc.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	

Activity title:	Final task, for both history and English language classes
Activity duration (min):	Not included in the 4 hours of planned lessons
Detailed activity description:	
<p>February is Black History Month. To celebrate Black history, students will create (individually or in groups) a poster on one of the famous African-Americans studied in class. The poster must include biographical and historical information, in French or in English (just like what they did for their Flexclip video). It can be hand written, with drawings or pictures, or created using Adobe Express https://www.adobe.com/fr/express/ or Flipsnack https://www.flipsnack.com/fr/ (with interactive elements as an option).</p> <p>Posters will be displayed as part of an exhibition inside the school and will also be published on the school's website.</p>	
Activity adaptation for students with difficulties	
Activity adaptation for gifted students and those willing to learn more	



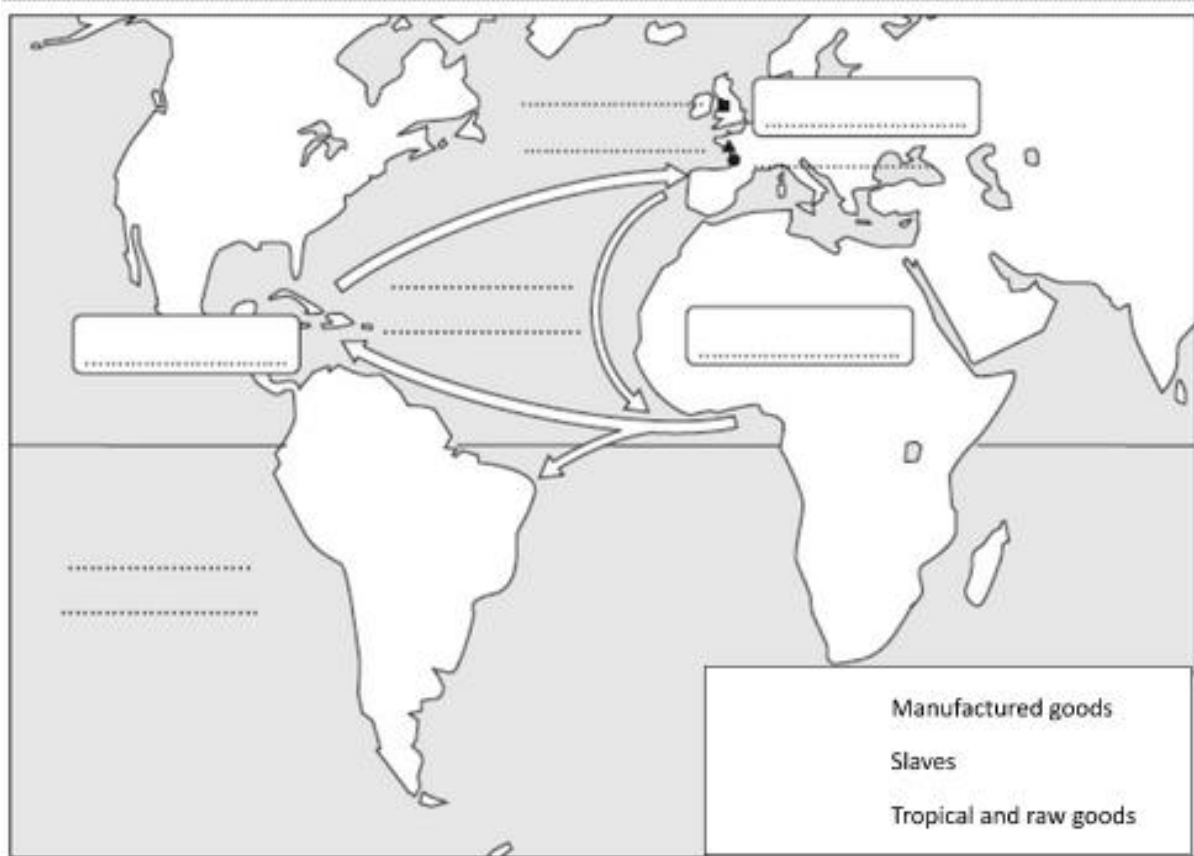
Annex 1

The transatlantic slave trade and the triangular trade

Time to check your understanding of the Transatlantic trade!

Study documents 1, 2, 3, and 4 to answer the following questions (write your answers in full your copybooks):

- a) What type of documents are documents 1 and 3?
- b) On which continents can you find European colonies at the beginning of the 18th century?
- c) Which trade route connects Europe to Africa, and then to the Americas?
- d) Which ocean lies at the centre of this trade?
- e) What resources are exported from Europe to Africa?
- f) What resources are exported from Africa to America?
- g) What resources are exported from America to Europe?
- h) Why is the Transatlantic trade also called the triangular trade?
- i) Complete the map below with the following information:
 - 1) Name the three continents – write in black capital letters
 - 2) Name the two oceans – write in small blue letters
 - 3) Place these three towns on the map: Liverpool, Nantes, Bordeaux – write in small black letters
 - 4) Colour the arrows showing the transport of:
 - manufactured goods in pink.
 - slaves in green.
 - tropical and raw goods in purple.
 - 5) Finally, complete the legend in the bottom right corner and give a title to your document.



Annex 3

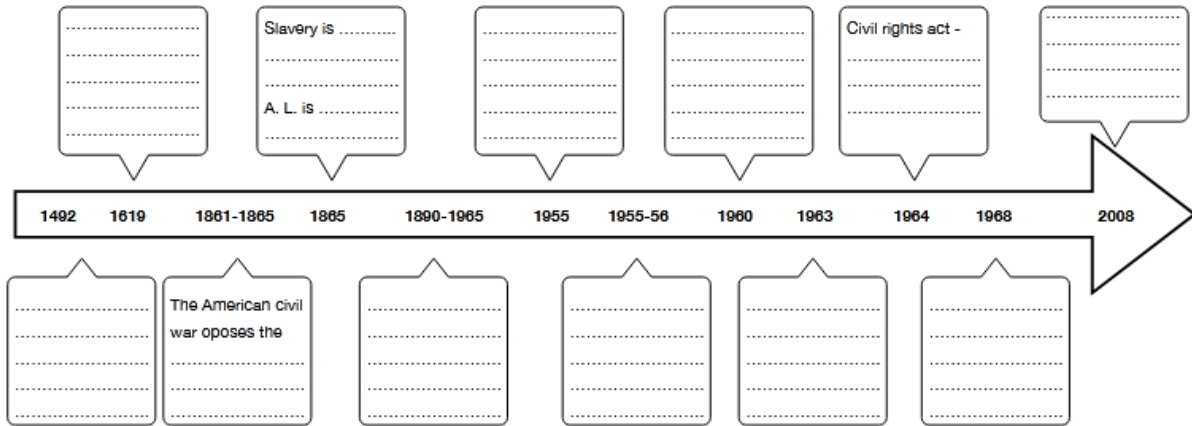




Annex 4

BLACK AMERICAN HISTORY

This document is a



VOCABULARY

a slave:
 slavery:
 a war:
 to abolish:
 to assassinate = to murder:
 A law:
 to separate:
 equal:
 a seat:

a speech:
 to elect:

TRUE OR FALSE

Christopher Columbus "discovered" "America"
 T F
 Abraham Lincoln abolished slavery in the USA
 T F

TICK THE CORRECT ANSWER(S)

The American Civil War opposed the
 Northern Western Southern Eastern
 states.

COMPLETE

Segregation is keeping one group of people
 from another and treating them
 differently, especially because of race, sex, or
 religion.



Annex 5

Questions to answer while watching the video

- Who was it about?
.....
- What was she famous for?
.....
- When was she born?
.....
- Where was she born ? (give the state AND the country)
.....
- When did she die?
.....
- What does the phrase “racial segregation” mean?
.....
- When did the incident she is famous for happen?
.....
- What happened on the bus?
.....
- What did the police do?
.....
- How much did she have to pay?
.....
- Why was there a bus boycott?
.....
- How long did it last?
.....
- Did African-Americans win in the end?
.....
- What does “unconstitutional” mean?
.....



Annex 6

Past obligation, permission and prohibition.

To talk about **permission** in the past we use **could** (past form of can) or **was/were allowed to**. Notice that **could** can also refer to having an ability in the past.

To talk about **obligation** in the past we use **had to** (past form of have to).

To talk about **prohibition** in the past we use **could not (couldn't)** or **was/were not allowed to**. Notice that **couldn't** can also refer to not having an ability in the past.

	Obligation	Permission	Prohibition
had to	✓		
could		✓	
was allowed to were allowed to		✓	
couldn't			✓
was not allowed to were not allowed to			✓

was not = wasn't
were not = weren't

Examples:

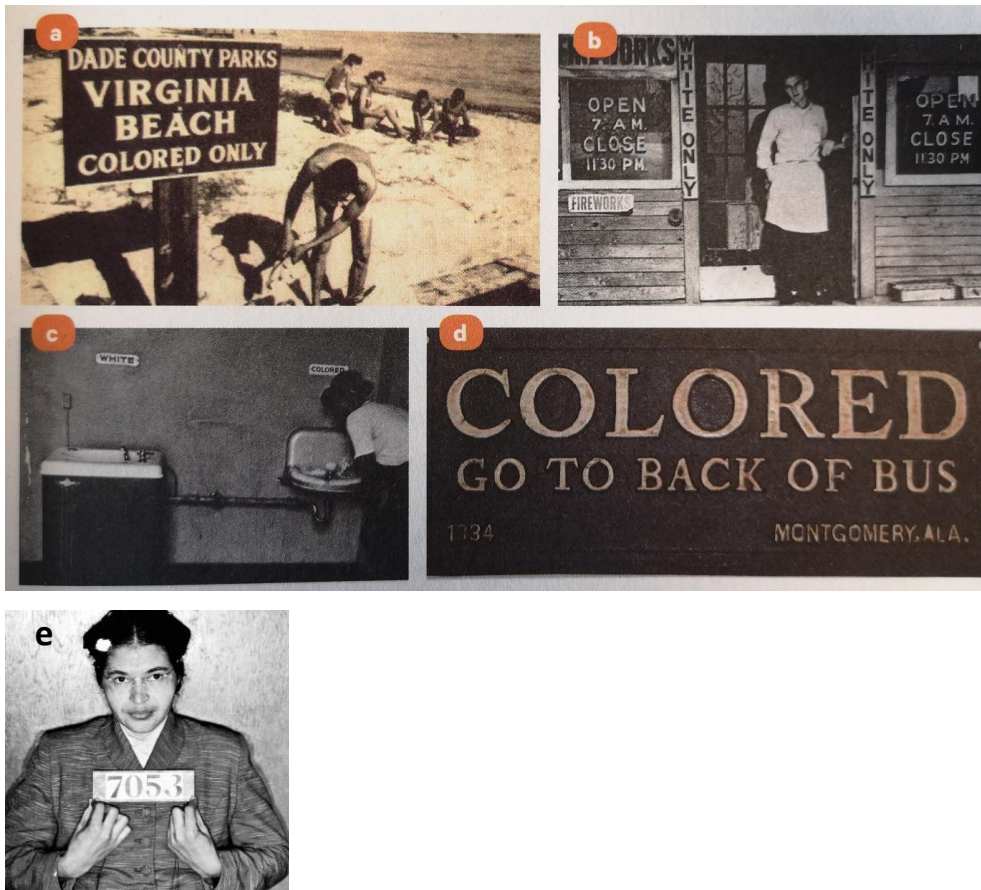
"Coloured" people **couldn't / weren't allowed to** mix with white people.

"Coloured" people **had to** sit at the back of buses, they **couldn't / weren't allowed to** sit in the front.

Only white people **could / were allowed to** sit in the front.

Exercise: These five pictures will help you understand the sentences below. Choose the right construction to fill in the blanks, whether you talk about obligation, permission or prohibition in the past.

had to (x2) - **were allowed to** - **wasn't allowed to** - **weren't allowed to** - **couldn't**



- African Americans go to the same beaches as white people.
- White people go to shops with the sign "white only".
- White and "coloured" people drink from the same fountain.
- African Americans sit at the back of buses.
- On December 1st, 1955, Rosa Parks stay in her seat on the bus. She give up her seat for a white man. She refused and was arrested!