

Is slavery a thing of the past?

Topic

Slavery- both historical and modern day

Aims

- Discuss the issue of modern day slavery
- Use vocabulary related to slavery. E.g. trade, product, campaign
- Develop reading and speaking skills through a jigsaw reading activity, and other tasks.
- Review simple past and simple present passive forms.

Age / level

Aged 13-17 and adults, B1/B1+

Time

60-65 minutes. This could be done over two lessons

Materials

Presentation – This can be used for a low print, online or blended lesson

worksheets 1, 2 and 5 can be shared.

Worksheets 3 and 4, students need one each.

Introduction

This lesson will help to raise awareness of the issue of slavery, historical and modern day. The lesson begins by asking students what they know about the issue, then gives them more information; concluding by asking them about what they have learnt, and how their understanding might have changed.

The lesson involves plenty of speaking, a vocabulary focus, which pre-teaches topic related vocabulary later found in the text, a jigsaw reading and a focus on passives.

Procedure

1. Lead-in (10 minutes)

- Write on the board, 'Is slavery a thing of the past?' and check students

	<p>understand both the broad meaning of slavery, and that ‘a thing of the past’ means something that no longer happens today.</p> <ul style="list-style-type: none"> • Put students into small groups and ask them to discuss the questions in worksheet 1, exercise 1. This worksheet could be shared between 2-3 students. Or you can display slide 2 • Brief feedback as a class. <p>NB: The Cambridge dictionary defines slavery as ‘the condition of being legally owned by someone else and forced to work for or obey them’</p>
2. Pre-reading/ Prediction (5 minutes)	<ul style="list-style-type: none"> • Put students into pairs and ask them to discuss how each picture might be connected with slavery. Monitor, but don’t give any answers or explanations at this stage (though depending on your students you might need to explain that picture A is cotton). You can display slide 3.
3. Vocabulary focus (10 minutes)	<ul style="list-style-type: none"> • Learners remain in their pairs. Give them one worksheet or use slide 4. Ask students to match the words and definitions. • Make sure they understand that (n) means the word is a noun and (v) means that it is a verb. <p>NB: With the exception of exchange, goods and product, these words are above B1 level, but are important for reading about and discussing the topic.</p> <ul style="list-style-type: none"> • Display slide 5 or elicit answers from students: 1 H; 2 I; 3 A; 4 E; 5 J; 6 K; 7 B; 8 C; 9 D; 10 F; 11 G • Ask students to discuss in small groups how the words could relate to the topic. There are no specific answers here.
4. Jigsaw reading (15 minutes)	<ul style="list-style-type: none"> • Put students into pairs and give each pair either worksheet 3 or worksheet 4 to share. Distribute the two worksheets evenly throughout the class. Ask them to read the text and match each paragraph with a picture from worksheet 1 or display slide 3. • They check their ideas with their partner and then briefly check as a class. <p>Answers: Worksheet 3 1C (Egyptian slaves building the pyramids), 2 A (cotton being grown- or B showing African slaves) 3B (African slaves being taken on ships to the</p>

Americas) 4 E (a Victorian child worker)

Answers: Worksheet 4

3A Cotton, 2E Child labour, 3F

- Give the pairs of students a few minutes to discuss what surprised or shocked them (exercise 2).
- Put the students into new pairs so that each pair has a student who read worksheet 3 and a student who read worksheet 4. Ask them to tell each other about what they read and discuss their reaction to it. (exercise 3)

**6. Grammar
(passives)
(15-20 minutes)**

- If your students have seen the passive before, briefly elicit from the class what they already know about the passive.
E.g. it is formed using the verb to be + the past participle. It is used to talk about processes, or when we are focusing on the action rather than the person who did the action.
- If the passive is new to them, write on the board:
‘some factories **employ** children’.
‘children **are employed** by some factories’
Show the difference in the verb forms, and how we use ‘by’ to show who does the action. Then discuss why we might choose the passive here- to put more emphasis on the children, rather than the factories.
Show the students a similar example using the past tense. E.g. ‘Slaves were taken to the Americas’ vs ‘The traders took slaves to the Americas’ and discuss the fact that the passive focuses more on the slaves and doesn’t even mention who did the action because it is obvious.
- Give learners worksheet 5 or display **slides 6-7**. Then ask students to complete the sentences from the text, using the verbs in the box in the correct passive tense (the first set are all simple past and the second set are all simple present).
- Check as a class.
- Then ask students to write their own passive sentences about what they read. Monitor and help as needed, then elicit some examples from the class.

7. Speaking (10 minutes) OPTIONAL	<ul style="list-style-type: none">• Display slide 8 or use worksheet 5. Put students into small groups and ask them to discuss the questions. Students may now be better able to see the relevance to their own lives (e.g. that they probably buy products which were produced using slavery, and understand, if they didn't before, that slavery is still very much a problem nowadays) <p>Note: This could also be used as an extension activity or a topic review in the following lesson.</p>
Additional information	https://www.grammarly.com/blog/passive-voice/ - This page has grammar information and a useful video related to passives.

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