**Lesson Plan**

Title: Black Migrants in Britain: Comparing Individual Experiences (1750-1900)

Lesson objectives:

* To identify similarities and differences in the experiences of two black immigrants to Britain
* To identify ways in which the two men demonstrated ‘agency’ in their actions
* To consider why agency is an important concept when studying the experiences of immigrants, and why it is difficult to assess

Activities (note: resources can be found on accompanying PowerPoint):

**Starter – slide 2**

Pupils jot down answers to the two questions. When feeding back, introduce the concept of ‘agency’ and ask them to consider how much agency they have in life. How might this change as they get older?

**Task 1 – slides 3 & 4 – objective 1**

Pupils use the sections of the website on Gronniosaw and Lobengula to complete the first two columns of the table identifying their experiences at different stages of their lives. This could be completed in pairs with one pupil looking at each individual and then combining their notes.

Pupils then compare the two experiences and note similarities and differences, before answering the questions on slide 4.

**Task 2 – slide 5 – objective 2**

Pupils go back to the table from the previous activity and:

* Highlight in one colour any examples they can find of each man showing ‘agency’
* Highlight in a different colour any examples of where ‘structure’ seemed to determine or limit their actions

Pupils then answer the questions at the bottom of the slide.

**Task 3 – slide 6 – objective 3**

Pupils read the blog post – online or printed off – by Dr Sadiah Qureshi on why she describes herself as a historian of ‘displayed peoples’, not ‘human zoos’. Based on the blog, and their own thoughts, they answer the questions on agency.