

# High Performance Learning

ACPs and VAAs in today's lesson:



**ALTERNATIVE  
PERSPECTIVES**



**RESILIENCE**

# Active Listening

- We are **not** writing.
- We are **not** talking.
- We are **listening** to the speaker.



- T** Track the teacher
- L** Listen to the speaker
- S** Sit up straight

**Maximum Learning**  
The Colton Hills  
Way of Teaching

We will read through page 28 of your KAO as an introduction to today's lesson on the Middle Passage. You need to be **actively listening**.



# What was the Middle Passage like?



**Task** – Read through the memoir of Olaudah Equiano on page 29 of the KAO, recalling his own experience of the Middle Passage. Using a key highlight or underline what he could **see**, **hear**, **smell** and **how he felt**.



## Olaudah Equiano

(1745 – 31<sup>st</sup> March 1797)

Enslaved as a child in Africa, he was taken to the Caribbean and sold as a slave to a Royal Navy officer. He was sold twice more but purchased his freedom in 1766.

As a freedman in London, Equiano supported the British abolitionist movement. He published his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano* (1789), which depicted the horrors of slavery. He died in 1797, 10 years before the abolition of the Slave Trade in Britain in 1807.

# Plenary – Alternative Perspectives

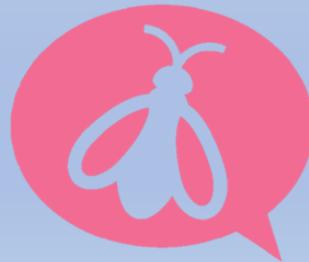
Complete these sentences:

*It's important to understand **alternative perspectives** like Olaudah Equiano's because...*

*He and others showed true **resilience** on the Middle Passage by...*



ALTERNATIVE  
PERSPECTIVES



RESILIENCE



**Olaudah Equiano**  
(1745 – 31<sup>st</sup> March  
1797)

# High Performance Learning – Y8 Topic 2



CONNECTION FINDING

*In this unit I used **connection finding** when...*



ALTERNATIVE  
PERSPECTIVES

*In this unit we discussed **alternative perspectives** such as...*



RESILIENCE

*In this unit we learnt about **resilience** when...*



CONCERNED FOR  
SOCIETY

*In this unit we demonstrated **concern for society** by...*