between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

Voices of change: protest and persuasion: Sold at Hamble Town

How does Prince make her readers feel the cruelty of being sold?

Lesson 3 of 14 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the English national curriculum at Key Stage 3



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What is in this sampler

This is one complete lesson from our Voices of change: protest and persuasion scheme for Year 8. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 and 2 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters.
Strengthening	Some support: prompts for What, How and Why, a planner and a checklist.
Soaring	The most challenge: a debatable statement, prompts to think further and an argument planner.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

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In the full scheme

- 14 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- A checkpoint (Feedback Loop kit) with a whole-class feedback sheet and improvement tasks
- A two-part end-of-unit assessment with a teacher guide, band guidance and annotated models
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson

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Lesson 3: Sold at Hamble Town

SEQUENCE 1: LIBERTY AND SLAVERY · 60 MINUTES

How does Prince make her readers feel the cruelty of being sold?

By the end of the lesson, students can

- Explain how Prince uses her own testimony and comparisons with animals to show the cruelty of a sale
- Analyse how the feeling changes between the first paragraph of the extract and the second
- Write a What–How–Why paragraph that uses short, exact quotations

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lessons 1 and 2 and the story of Prince in London. Students self-check from the answer slide.	2–3
8–18	Know	Tell students before you read what the extract is about: a girl being sold away from her mother. Pre-teach “testimony”, “auction”, “bondage” and “simile”, and explain that “mammy” is Prince’s own word for her mother. Read the extract once, calmly and without comment, while students follow. Then they underline every comparison with an animal.	4–6
18–28	Apply	Explode the quotation together. Think aloud about the farm nouns, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	7–8
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	9–10
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Remind them to follow how the feeling changes from the first paragraph to the second. Share the model paragraph in the last five minutes.	11–12
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson.	13

Do Now answers

1	Why did the English washerwomen help Prince?	She was ill, and they took pity on her
2	What did Prince tell the servants before she left the Woods’ house?	She had done no wrong and was being driven out
3	What did the Reform Act of 1832 name as voters?	Male persons
4	What is a petition?	A signed request sent to people in power
5	In 1840, what happened to Lucretia Mott and the other American women at the World Anti-Slavery Convention in London?	They were refused seats

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Vocabulary

testimony	what a person says about events they saw or lived through
auction	a public sale in which people bid, and the highest bid wins
bondage	the state of being enslaved, owned by another person
simile	a comparison that uses the word “like” or “as”

Reading

The sale at Hamble Town

Prince remembers the day she and her sisters were sold at an auction in Bermuda.

> At length the vendue master, who was to offer us for sale like sheep or cattle, arrived, and asked my mother which was the eldest. She said nothing, but pointed to me. He took me by the hand, and led me out into the middle of the street, and, turning me slowly round, exposed me to the view of those who attended the vendue. I was soon surrounded by strange men, who examined and handled me in the same manner that a butcher would a calf or a lamb he was about to purchase, and who talked about my shape and size in like words – as if I could no more understand their meaning than the dumb beasts. I was then put up to sale. The bidding commenced at a few pounds, and gradually rose to fifty-seven, when I was knocked down to the highest bidder; and the people who stood by said that I had fetched a great sum for so young a slave.
>
> I then saw my sisters led forth, and sold to different owners; so that we had not the sad satisfaction of being partners in bondage. When the sale was over, my mother hugged and kissed us, and mourned over us, begging of us to keep up a good heart, and do our duty to our new masters. It was a sad parting; one went one way, one another, and our poor mammy went home with nothing.

Mary Prince, The History of Mary Prince (1831)

Word help **vendue master**: the man who ran the auction · **knocked down**: sold, at the fall of the auctioneer’s hammer · **fetched**: was sold for · **mammy**: Prince’s own word for her mother

Explode the quotation

Method
A simile. Prince compares the sale of herself and her sisters with the sale of farm animals.

Zoom in
The farm nouns “sheep” and “cattle” are animals that are bought, handled and sold by the head.

“like sheep or cattle”

Effect
Readers are shocked that children were put up for sale in the same way as livestock.

Purpose
Prince wants her English readers to see what a sale of people really was.

Hinge question

The people who stood by said that Prince “had fetched a great sum for so young a slave”. Why does Prince repeat what they said?

A. It shows that they saw a price and did not see a child. (the right answer)

B. She is proud of the price she fetched.

C. She wants readers to learn what money was worth in Bermuda.

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What the answers tell you

B means the student has read “great sum” as praise: ask who says it and what is being priced. C means the student is looking for facts outside the text: ask what the bystanders say about her age. These may be your students who start on Securing.

Why the answer is right

The bystanders talk about her price and not about her, so their words show that they saw goods and not a child.

Master task

How does Prince make her readers feel the cruelty of the sale, and how does the feeling change as the extract goes on?

Securing the most support

Quotations to choose from

“turning me slowly round”

“a butcher would a calf or a lamb”

“It was a sad parting”

Starters

Prince makes readers feel the cruelty of the sale by _____, and the feeling changes from _____ to _____. She writes _____. The _____ (adjective) _____ (word class) _____ suggests _____. Readers feel _____, because _____. Prince wants English readers to _____.

Strengthening some support

Prompts

What: Make a clear point about how Prince makes the sale feel cruel.

How: Choose a short quotation. Name the method, such as a simile, and zoom in on one word. Then ask: how does the feeling change from the first paragraph to the second?

Why: What do readers feel, and what does Prince want her English readers to understand?

Soaring the most challenge

The debate

“Prince’s calm voice makes the sale more shocking than anger would. How far do you agree?”

Write two paragraphs. In the second, give an alternative reading that begins with “Alternatively”.

Model paragraph

What	Prince makes readers feel the cruelty of the sale by showing herself treated like an animal, and the feeling changes from shock to sorrow as the extract goes on.
How	She says the men handled her “in the same manner that a butcher would a calf or a lamb”. The farm nouns “calf” and “lamb” turn a girl into meat for sale. In the second paragraph the tone softens. The short sentence “It was a sad parting” is plain and quiet, and it follows the shocking price.
Why	Prince lets the bystanders’ words and her own calm voice do the work, so readers feel the cruelty without being told what to think. She wants English readers to see that a sale of people tore a family apart.

Exit ticket

Prince makes readers feel the cruelty of the sale by…

Teacher notes

Subject knowledge

Prince tells the sale as testimony: what she saw, what was done to her and what was said. The auctioneer, called a vendue master, treats the sisters as animals, and the buyers talk about her “shape and size” while she stands there. The first paragraph is calm and lets the bystanders’ words do the work. The second moves to her family: the sisters are sold to different owners, and the last sentence is short

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