

# Understanding the Transatlantic Slave Trade: A Historical Inquiry

*Learning objective: To analyse the causes, impact, and eventual abolition of the Transatlantic slave trade, reflecting on the historical significance of the movement for human rights.*

Read each question carefully. Use your historical knowledge of the 17th, 18th, and 19th centuries to provide detailed responses. Ensure you use precise historical terminology.

This worksheet requires you to draw upon your prior knowledge of the British Empire, the economic motives behind the slave trade, and the courageous individuals who campaigned for the Abolition Act of 1833.

*Word bank: Abolition · Triangular Trade · Human Rights · Plantation · Resistance · Enslaved · Legislation · Commodity*

**1. Explain why the 'Triangular Trade' was considered economically beneficial to European merchants, despite the devastating human cost. Consider the movement of goods and people. (3 marks)**

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**2. Compare and contrast the lives of enslaved people on sugar plantations with the lives of those who lived in freedom in Britain at the same time. What were the primary differences in their legal status? (4 marks)**

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**3. Justify why the work of campaigners such as Olaudah Equiano and William Wilberforce was essential in changing public opinion in the UK. (3 marks)**

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**4. What might happen if the Abolition Act of 1833 had been delayed by another fifty years? Discuss the potential impact on both the British economy and the lives of enslaved families. (4 marks)**

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**5. Identify one form of resistance used by enslaved people and explain why this was a significant act of courage. (2 marks)**

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**Draw:** Draw a symbolic image that represents the fight for freedom and the end of the slave trade. Think about symbols of chains being broken or the power of voices raised in protest.



*Extension challenge: Ellie the elephant is writing a history journal entry about the impact of the 1833 Act. Write a 200-word diary entry from the perspective of an abolitionist living in London in 1833, describing the atmosphere in the city when the news of the Act finally reached the public. Use your own historical research to include one specific detail about how the news was shared.*