What would a Traveller to the West African Coast During the late 17th and 18th Centuries have Witnessed?

Three Lessons Based on Original sources from the National Archives

Student Workbook
Introduction

These three lessons are not going to be easy, but they are going to be very rewarding. They will help you to work like a historian. When you have finished them, you should have:

1. Interpreted some original documents
2. Read some old fashioned English written in old handwriting
3. Analysed some old maps and pictures
4. Compared the information gained from the sources
5. Made up your own hypotheses and checked them with new information
6. Produced explanations based on the sources
7. Improved your discussion skills
8. Exercised your thinking skills
9. Taken some responsibility for your own learning
10. Learned about West Africa during the late 17thC and early 18thC
11. Found out why Europeans went to West Africa and what they did when they got there
12. Found out how Africans and Europeans got on with each other
13. Discovered why forts were used
14. Found out how slaves were acquired and transported
15. Learned about how the slave trade affected people
As you do the work, keep checking the above list to see whether you have achieved each aim.

**Lesson 1: Why forts on the West African Coast?**

**Activity 1:** Write your thoughts about each picture in the correct box

1. (Hints: what are the standing men doing? What does this tell us about their skills and way of life?)

2. (Hints: what sort of vessels are the people using? What is the European ship doing there? What is going on?)

3. (Hints: What nationality is the fort? Why was it built here?)

**Activity 2:** Write here some things you have learned from studying the maps and plans:
Activity 3: What is your first hypothesis about why there were castles or forts on the West African Coast?

Activity Three: These two sources will appear on the whiteboard along with transcriptions. Discuss them with your teacher and class. Pick out key words. Think about what they say.

Final Activity: Have they made you change your hypothesis? If yes, how and why?
Lesson 2: What were Europeans doing on the West African Coast and Why?

Activity 1: These two sources will appear on the whiteboard with transcriptions. Write down any ideas they give you about what the British Traders were doing.
Activity 2: Now for the big task. Look at all the sources. You might be in a group and be given one source to study, you might have to circulate around the room and look at different sources or you might be given one sheet with source extracts on it. Use the space on the next page to record your findings on the different topics.

Here we go: Record your findings on the following aspects of the slave trade:

How did the traders get the slaves?

What was used to pay for the slaves?

How were the slaves transported to the ships?

How long did it take to fill the ships with slaves?

To which part of the world were the slaves transported?

Write here anything else you learn from the sources:
Lesson 3: How did the Slave Trade affect the people involved?

Activity 1: Find as many causes of death amongst the slaves as you can. List them all in this box.

Activity 2: Broken Hearts and Suicides – as a class, discuss the deaths mentioned on the powerpoint.

Do you think the slaves were treated well? Give reasons for your answer.

Finally: What thoughts do you have after seeing the plan of the “Brookes”?
Compare them with Equiano’s accounts. What do they tell us about why many slaves died?

Finally: How do you think the slave trade might have affected the captains and their crews who carried it out? Why are they hardly ever mentioned in the sources?

You have learned during the last three lessons. Have you achieved the aims which were listed at the beginning?

You now have chance to show how much you have learned and understood. Remember that the enquiry title is What would a Traveller to the West African Coast During the late 17th and 18th Centuries have Witnessed? You can choose how you would like to do it. Here are some suggestions:

• An essay
• A Powerpoint presentation to be shared with the rest of the class
• Any other form of presentation in front of the class
• A wall display
• A diary written by either a slave trade captain, sailor or enslaved African person
• A film or sound recording
• A play or other form of role play or drama
• Anything else you can think of

Consult your teacher and other students before making your decision and then fill in this box:

In order to answer the question, I am going to:

In order to do this I will need:

I will finish it by: