

Lesson sequence

Overall enquiry question	What would a Traveller to the West African Coast During the late 17th and 18th Centuries have Witnessed?	
Learning objectives	<p>Students will acquire and/or practise the following skills:</p> <ul style="list-style-type: none"> • Interpreting original sources • Forming and testing hypotheses • Producing narratives and explanations based on evidence • Working independently and collaboratively <p>Students will acquire the following knowledge:</p> <ul style="list-style-type: none"> • Geographical and cultural history of West Africa during the late 17thC and early 18thC • Why Europeans went to West Africa and what they did when they got there • How Africans and Europeans interacted • Why forts were used • How slaves were acquired and transported • How the slave trade affected people 	
Year group	Year 8	
Lessons	Three one hour lessons plus a one hour follow up or assessment lesson if required.	
Resources	File name: West Africa17th and 18 th Centuries	Description of resource: Powerpoints for use in class and as the home for various sources which can be printed as required. Complete copies of the National Archives Documents themselves. Students' Workbooks.
Author	Stephen John Roberts	

Lesson one

Lesson enquiry question	Why were forts built on the W.A. Coast?
Learning objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Practise their discussion skills • Interpret original pictures and maps • Form and test hypotheses • Produce narratives and explanations based on evidence • Work independently and collaboratively
Resources	Pictures on Powerpoint for whole class discussion; maps and plans printed and laminated at A3 size or on Powerpoint as desired; student workbooks

Time	Activity	Differentiation	Technology	Resources
10 mins	Whole class discussion about the first two pictures. This should be very free and open-ended. The teacher is encouraged to follow the lines of enquiry which the students suggest. Broadly, aim to acquire details about the local environment, economy, culture, working practices etc. – try to get an inside view of local people in their own right. The presence of Europeans can be introduced – notice the ships and flags – or saved until the third slide.	Teacher to involve as many different students as possible; all ideas welcomed and developed as appropriate	Computer and digital projector with whiteboard	Jean Barbot's Drawings of life on the W.A. coast - pictures 1 and 2 on the Powerpoint
10 mins	Whole class discussion of the third picture, showing a castle. The aim now is to introduce the idea of slave forts. Don't tell the students what the fort was for, but ask them what they think. They start to think about their hypotheses.	As above	Ditto	Picture 3 in the series

15 mins	<p>Analysis of the Plans and Maps. This can be done in one of several ways as the teacher sees fit:</p> <ul style="list-style-type: none"> • each one can be placed on a separate table and the students given several minutes to visit each one and acquire information or • students divided into groups and each group given one source to study; they then report back as a group to the whole class or • Maps and plans are left on top of large sheets of paper and the class do a “silent debate” by writing their thoughts on the papers; other students then follow on with their observations or criticisms of existing comments 	<p>Groups can be formed in advance paying attention to the students’ varying abilities as the teacher sees fit. The resources are all pictorial, allowing all students to make a response of some kind</p>	<p>Students’ workbooks</p>	<p>Printed and laminated A3 size copies of the maps and plans</p>
10 mins	<p>Plenary Discussion: What has everybody come up with? Quickly discuss the ideas as a class. It is hoped at this point that students will have been able to correlate the pictures with the maps and plans and come up with some basic reasons for the forts – they might spot that the Europeans have “superior” (at least more powerful) technology than the locals and this might mean that they have come to conquer and dominate; however, you can counter this with the picture which shows the two sorts of boat co-existing off the coast – were they collaborating?</p>			
5 mins	<p>Students to write their own hypotheses in the log books. These might owe a lot to their work on Medieval Castles and the way in which they were built for defence and conquest. They might say that the Europeans have come to conquer.</p>			

5 Challenging their hypotheses	Teacher to present the last slide - transcription of one page from the slave ship logbook; explain and discuss. What does this do to their hypothesis so far – consolidate or challenge it? You can highlight the way in which the captain refers to trading with the canoes, not fighting with them – what is going on here?			Powerpoint last slide.
---------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	------------------------

Lesson two

Lesson enquiry question	What were Europeans doing on the W.A. coast and why?
Learning objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about the mechanics and procedures of the slave trade • Interpret original sources • Form and test hypotheses • Produce narratives and explanations based on evidence • Work independently and collaboratively
Resources	The last slide of Lesson 1 Powerpoint: the quote from the slaving logbook; written sources either in full printed to A3 and laminated or the extracts as desired.

Time	Activity	Differentiation	Technology	Resources
10 mins	Present the slide showing the quote both in the original and transcribed. Consolidate the basic idea of slave trading – capturing slaves, imprisoning them in castles and paying for them with goods; loading them onto the ships;	To be effected by the teacher facilitating whole class discussion.		Last slide from lesson 1 Powerpoint in the original as well as transcribed.
5 mins	Show the next extract in the original and transcribed forms; explain and discuss – point out certain letter forms etc. as an introduction to the next very demanding task; the student workbooks have the sources in original form; pick out the role of the fort as a store house for trade goods; the ship had been loaded with cowries for the purpose of trade as well; they were valuable shells prized by the locals as status symbols and currency.			

<p>30 mins</p>	<p>This will be difficult but not impossible: students to work in groups either:</p> <ul style="list-style-type: none"> stationary and in charge of one document, work on it find as much as they can from it ready to report back to the whole class or rotate as groups around the room, consulting sources on the tables in order to answer their questions <p>alternatively: they can work as individuals on the extracts which have been transcribed and are available on one sources' sheet.</p>	<p>Sheet with shorter extracts with transcriptions available.</p>		<p>Printed and laminated sheets</p> <p>Or the extracts available on single sheets.</p>
<p>15 mins</p>	<p>Plenary: Come together as a class and discuss the findings. Refer to the questions – how well have they been answered? What have we learned about the slave trade:</p> <ul style="list-style-type: none"> Who traded slaves and with what? Where were slaves being taken and why? Have we learned anything about what it was like for slaves? Class vote on treatment of slaves: how many think they were treated well? How many badly and why? (Refer to the source which mentions the provisions being purchased for the slaves) If time, finish with the “Brooks” Powerpoint slide. How does this compare with what you have learned? Remember it was made in 1789 by abolitionists. How might it be misleading? 			<p>The “Brooks” diagram powerpoint slide.</p>

Lesson three

Lesson enquiry question	How did the slave trade affect the people involved?
Learning objectives	<p>Students will:</p> <ul style="list-style-type: none"> • explore sources dealing with the human experience of the ST • begin to deduce the effects of the trade on both the enslaved local people and on their captors • exercise their imaginative and empathetic skills to be able to account for people's behaviours in the past • produce a piece of work which answers the original question. This could be in a form which they choose for themselves from a selection of options
Resources	

Time	Activity	Differentiation	Technology	Resources
10 mins	Recap on the findings from last lesson. Emphasise the basic mechanics of the slave trade: who did what, where, how and why? Express the purpose of this session – to begin to understand peoples' experiences.	The materials made accessible to all; everyone capable of making some kind of response.	Computer, digital projector and whiteboard	The "Brooks" slide; Powerpoint and source extracts in original form and transcribed as required.
10 mins	Why did slaves die? Teacher to introduce the bill of mortality. Explain terminology etc. "flux" means severe diarrhoea or dysentery, sometimes called "bloody flux"; why was such a disease so prevalent? Draw out the idea of overcrowding, heat, lack of sanitation, poor diet, poor ventilation, lack of medical care etc..Students, either individually, in groups or as a class to work through the bills of slave mortality and find as many causes of death as possible. Discuss findings as a whole class.	Ditto		The Slaving Ship Bill of Mortality printed to A3 or A4 and laminated if possible.

<p>10 mins</p>	<p>Suicides and broken hearts: Teacher to present the extracts implying deaths by suicide or extreme depression; what do they tell us? Introduce Equiano’s account of his own experiences – does this help us to understand these sudden deaths? Olaudah Equiano was from West Africa; he was enslaved by Europeans in the 18thC and taken to America; he later bought his own freedom and settled in Britain where he became a leading campaigner for the abolition of the Slave Trade; he wrote his autobiography in 1789 (available from Heinemann with the title “Equiano’s Travels” and online); it is the most famous and one of very few first-hand accounts of the slave trade from the point of view of an enslaved person; in this extract he expresses a desire, presumably felt by many of the captives, to die rather than suffer any longer; it juxtaposes very powerfully with the much more terse and dispassionate entries in the slaving ship log book made by the captain, who seems not to understand why the people on his ship have died so suddenly.</p>			<p>Student Workbooks</p>
<p>10 mins</p>	<p>The experiences of the captors: Only the captain is ever mentioned – why is this so? Despite the lack of information, how do we think the whole experience affected the sailors and captains? Why did they do what they did? Whole class discussion</p>			
<p>Or 20 minutes for group work</p>	<p>Alternatively: Class to be broken into three groups and charged with investigating one of the above three questions per group. They could then “hotseat” their chosen topic</p>			

15 mins	Hot-seating: Volunteers to come to the front and be a character from the slave trade; explain themselves to the class and class to ask questions of the individual who stays “in role”; they can be anybody – the woman who was inseparable from her child, the captain etc.	An activity which is accessible to all.		
5 mins	Plenary: Issue of assessment task.			Student Workbooks