

## Lesson sequence

<b>Overall enquiry question</b>	<b>How important were Africans to the Atlantic Slave Trade?</b>	
<b>Learning objectives</b>	<b>Pupils should use original sources to:</b> <ul style="list-style-type: none"><li>• <b>Challenge traditional views of the Slave Trade, particularly the Triangular Trade model</b></li><li>• <b>Investigate and explain the detailed workings of the slave trade in Africa</b></li><li>• <b>Explain the importance of the role of Africans in the Atlantic Slave trade</b></li><li>• <b>Explain the impact of the Atlantic Slave Trade on Africa and Africans</b></li></ul>	
<b>Year group</b>	<b>S2</b>	
<b>Lessons</b>	<i>Include number &amp; length of lessons</i> 3 x 1 hour lessons	
<b>Resources</b>	<b>File name</b>	<b>Description of resource</b>
<b>Author</b>	<b>Caroline Gilmour</b>	

## Lesson one

<b>Lesson enquiry question</b>	<b>Why did Europeans trade with Africa?</b>
<b>Learning objectives</b>	<b>Pupils should use original sources to:</b> <ul style="list-style-type: none"> <li>• <b>Challenge traditional views of the Slave Trade, particularly the Triangular Trade</b></li> <li>• <b>Explain the importance of the role of Africans in the Atlantic Slave trade</b></li> <li>• <b>Produce a map reflecting Africa's involvement in the Atlantic Slave Trade</b></li> </ul>
<b>Resources</b>	

Time	Activity	Differentiation	Technology	Resources
<b>10 minutes</b>	<b>Who was involved in the Atlantic Slave Trade?</b> <ul style="list-style-type: none"> <li>- Using the words of those involved, use the powerpoint to build up a picture of those areas involved in the Atlantic Trade.</li> </ul>	Whole class based activity using oral Q and A and board.	Powerpoint 1	Final Slide can be printed off for individual notes.
<b>10 minutes</b>	<b>Africa – Fact and Fiction?</b> <ul style="list-style-type: none"> <li>- Comparison of modern map of West Coast of Africa and 17<sup>th</sup> century map. How are they different?</li> <li>- Brainstorm differences eg. Lack of modern countries, borders, identified places only on the coast, coastal towns identified by European flags. Emptiness of the interior.</li> <li>- Why are they different?</li> </ul>	Extension work on Dazel source on Page 2-3 of booklet. (could be used for homework)		Source Booklet
<b>20 minutes</b>	<b>Who's who in Africa?</b> <ul style="list-style-type: none"> <li>- Timed pair source analysis activity using picture sources page 4-6 of source booklet</li> </ul>	Use written sources page 7-8 of source booklet to support understanding.		Source Booklet

<b>20 minutes</b>	<b>What could be added to the 17 th century Map of Africa?</b> - Brainstorm ideas eg. Interior towns, villages, Kingdoms, slaves, traders, soldiers, farmers, towns, villages	Use of open/closed questioning. Use of directed questioning	Powerpoint Map Possibly to be reproduced for classroom display	

## Lesson two

<b>Lesson enquiry question</b>	<b>Why did Africans trade with Europeans ?</b>
<b>Learning objectives</b>	<b>Pupils should use original sources to:</b> <ul style="list-style-type: none"> <li>• Investigate and explain the detailed workings of the slave trade in Africa</li> <li>• Explain the importance of the role of Africans in the Atlantic Slave trade</li> <li>• Explore the challenges of using original documents</li> </ul>
<b>Resources</b>	

Time	Activity	Differentiation	Technology	Resources
<b>10 Minutes</b>	<b>Why did Africa trade with Europe?</b> <ul style="list-style-type: none"> <li>- Using learning from previous lesson and considering issues such as: Good geographical position Huge potential market Demand for goods</li> </ul>	Range of questioning techniques.		Board
<b>10 Minutes</b>	<b>What did Africans trade with Europe?</b> <ul style="list-style-type: none"> <li>- In pairs/small groups consider the day book of the ship Africa. To produce a list of traded items</li> </ul>	Pair work		Hard, enlarged (A3) copy of the Day Book Entry T70-1218-3-pp 10-11.
<b>10 Minutes</b>	<b>What are the Problems of using this source?</b> <ul style="list-style-type: none"> <li>- Class discussion</li> </ul>			“
<b>20 Minutes</b>	<b>What did Africans trade with Europe?</b> <ul style="list-style-type: none"> <li>- Add to list using transcription of Day Book</li> <li>- Transcription (source Booklet pg. 11-12)</li> </ul> Oral discussion in groups of key questions identified in booklet. NB: when discussing the ‘role’ of each African mentioned, final focus should be on the female slave	Extension by written activities on pg. 12 of Booklet.		Source Booklet Transcription pg. 11-12

<b>10 Minutes</b>	<b>How Important were Africans in export of slaves from Africa?</b> <b>Class Conclusions:</b> - Using the evidence of the day book, what sort of roles did African's play in the operation of the slave trade?			Board

### Lesson three

<b>Lesson enquiry question</b>	<b>What were the effects of the Slave Trade on Africa?</b>
<b>Learning objectives</b>	<b>Pupils should use original sources to:</b> <ul style="list-style-type: none"> <li>• <b>Assess the role of Africans in the Atlantic Slave trade</b></li> <li>• <b>Explain the impact of the Atlantic Slave Trade on Africa and Africans</b></li> </ul>
<b>Resources</b>	

Time	Activity	Differentiation	Technology	Resources
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<b>10 Minutes</b>	<b>What were the effects of the Slave Trade on Africa?</b> <ul style="list-style-type: none"> <li>- Read Baquaqua account pg. 13 of booklet</li> <li>- Highlight evidence which shows Baquaqua's views on the Slave Trade</li> </ul>			Booklet
<b>10 minutes</b>	<b>What does Baquaqua think of the Slave Trade?</b> <ul style="list-style-type: none"> <li>- collation of evidence and ideas (either as pairs/groups or class)</li> </ul>	Pair work		
<b>10 Minutes</b>	<b>What does Archibald Dalzel think of the Slave Trade?</b> <ul style="list-style-type: none"> <li>- Read Dalzel's account pg 13 of booklet</li> <li>- Highlight evidence which shows his views on the Slave Trade.</li> <li>- Compare Dalzel's view of the effects of the slave trade with Baquaqua. Do they have similar views?</li> <li>-</li> <li>-</li> </ul>			Booklet

<p><b>20 Minutes</b></p>	<p><b>How Important were African's in the Atlantic Slave Trade?</b></p> <ul style="list-style-type: none"> <li>- Conclusions: ask students to pick at least 1 sources which explains the importance of African's in the Atlantic Slave Trade</li> <li>Presentation of the source could take the form of discussion, oral presentation, writing task, production of poster etc.</li> <li>- Could be extended to a homework task.</li> </ul>	<p>Differentiation by outcome</p>	<p>As required for presentation (eg. Powerpoint)</p>	<p>Booklet And as required for presentation</p>
<p><b>10 Minutes</b></p>	<p><b>Plenary Session</b></p> <ul style="list-style-type: none"> <li>- Vote on a Likert scale on these statements:</li> <li>- Africa was home to many different people</li> <li>- Africans played a crucial role in the slave trade.</li> <li>- The slave trade was a positive experience for some Africans</li> </ul>			