

# The Slave Trade

### Introduction

This activity is designed to take about two lessons. It is most suitable for ages 11–14. The lesson plans and resources are flexible and give guidance on using Google to research the topic. Pupils will be introduced to the idea of triangular trade and will research the history and development of the slave trade. They will consider the stereotype that Africa was 'The Dark Continent'.

### The activity includes:

- Lesson 1: The slave triangle
- Activity sheet 1
- Lesson 2: Ancient African civilisations
- Activity sheet 1

### Aims

Pupils will have the opportunity to develop the knowledge and skills below.

### Knowledge

- An understanding of the triangular slave trade.
- An awareness that the use of slavery has continued to the modern day.
- An understanding of the experiences of those sold into slavery.
- An understanding that Ancient Africa had many civilisations before the slave trade.

### Skills

- Historical enquiry
- Communication and presenting substantiated judgments
- Using ICT tools for a purpose
- Research techniques

### Values

- Appreciating differences and similarities between people, places and environments and cultures.
- Becoming more informed citizens.

## Curriculum links

England

Subject	Key Stage 3
History	<p>Chronological understanding</p> <ul style="list-style-type: none"> <li>Pupils should be taught to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.</li> </ul> <p>Knowledge and understanding of the past</p> <ul style="list-style-type: none"> <li>Pupils should be taught to analyse and explain the reasons for and results of the historical events, situations and changes in the periods studied</li> <li>To identify trends both within and across different periods, and links between local, British, European and world history</li> <li>To consider the significance of the main events, people and changes studied.</li> </ul> <p>Historical enquiry</p> <ul style="list-style-type: none"> <li>Pupils should be taught to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions</li> </ul> <p>Organisation and communication</p> <ul style="list-style-type: none"> <li>Pupils should be taught to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.</li> </ul>
Literacy	<p>En1 Speaking and listening: Speaking 1; Listening 2; Group discussion and interaction 3, 10; Range of activities, contexts and purposes 7</p> <p>En2 Reading: Understanding texts 1; Printed and ICT-based information texts 4; Media and moving image texts 5; Non-fiction and non-literary texts 9</p> <p>En3 Writing: Composition 1; Range of purposes, readers and range of forms of writing 8</p>
Citizenship	<p>Knowledge and understanding about becoming informed citizens 1i</p> <p>Developing skills of enquiry and communication 2a, 2b, 2c</p> <p>Developing skills of participation and responsible action 3a, 3b, 3c</p>
Geography	Places 3 (Interdependence)
ICT	<p>Contains elements from the following strands</p> <ul style="list-style-type: none"> <li>Creating and presenting</li> <li>Searching and researching</li> <li>Communicating and collaborating</li> </ul>

## Curriculum links

### Scotland

Subject	5-14 guidelines
Social subjects / Understanding People in the Past	<p>Knowledge and understanding: Studying People, Events and Societies of Significance in the Past</p> <ul style="list-style-type: none"> <li>• The values and attitudes which have shaped and characterised various societies in the past</li> <li>• The circumstances which governed the motives and actions of people in particular situations</li> <li>• Reasons why societies, people and events are thought to be of historical significance.</li> </ul> <p>Developing an Understanding of Change and Continuity, Cause and Effect</p> <ul style="list-style-type: none"> <li>• More complex changes and why some features change while others show continuity over time...</li> <li>• How decisions and events in the past can have significant effects on present circumstances or values...</li> <li>• More complex causes or effects of significant historical events circumstances or developments studied.</li> </ul>
ICT / Technological studies	<p>Covers elements from the following strands:</p> <ul style="list-style-type: none"> <li>• Creating and presenting</li> <li>• Searching and researching</li> <li>• Communicating and collaborating</li> </ul>
English	<p>Talking:</p> <ul style="list-style-type: none"> <li>• Talking in groups</li> <li>• Talking about opinions</li> <li>• Audience awareness</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Reading for information</li> <li>• Awareness of genre</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Functional writing</li> </ul>

## Curriculum links

Wales

Subject	Key Stage 3
History	<ul style="list-style-type: none"><li>• Chronological Awareness</li><li>• Historical Enquiry</li><li>• Organisation and Communication</li></ul>
ICT	Communicating Handling information
English	Oracy: Range 1, 2 Reading: Range 7; Skills 10,11 Writing: Range 1,2,3,6; Skills 1,2,3

## Curriculum links

Northern Ireland

Subject	Key Stage 3
Environment and Society: History	<p>Pupils should have opportunities to investigate the past and its impact on our world today through an understanding of:</p> <ul style="list-style-type: none"><li>• Continuity and change</li><li>• Progression and regression</li></ul> <p>Pupils should develop</p> <ul style="list-style-type: none"><li>• The enquiry skills to undertake historical investigations</li><li>• Critical thinking skills to evaluate a range of evidence and appreciate different interpretations</li></ul>
Language and Literacy: English with Media Education / Communication	Developing knowledge, understanding and skills: talking, reading and writing
Learning for Life and Work: Local and Global Citizenship	<p>Social responsibility</p> <p>Active participation</p>

### Lesson 1: The slave triangle

#### Learning outcomes

- All pupils: will understand what the triangular slave trade was and be aware of the enduring use of slavery today.
- Most pupils: will be able to explain the development of the slave trade over time.
- Some pupils: will have an understanding of the experiences of those involved in the slave trade.

#### Resources

- Interactive whiteboard or display facility
- Internet access
- Google Earth installed on the network (free to download at <http://earth.google.com>)
- Google Video (if you have access at school)
- Activity sheet 1

#### Preparation

- Teachers should make sure that *Google SafeSearch* is set to strict filtering. To do this, click the Preferences link on the Google home page to the right of the search box, then select 'Use strict filtering'.
- Teachers will need to familiarise themselves with Google Earth and Google Maps: there are several pages of help and guidance on Google to help you find your way around the tools: <http://earth.google.com/support/> and <http://maps.google.co.uk/support/> A Google account is required to use My Maps.
- A Google Earth presentation could be prepared for the lesson starter.

# Lesson plan 1

## Overview

This lesson would come at the end or at the start of a scheme of work on the slave trade. The main focus of the lesson is adding information in 'placemarks' on Google Maps about the various stages of the slave trade, so showing its history and development. Pupils will use Google Search to research the information about how the triangle developed and then incorporate into Google My Maps. The lesson assumes that pupils have some experience of working with Google Earth / Google Maps.

## Starter (10 minutes)

If this is the beginning of a scheme of work on slavery, discuss the term with pupils. What does it mean? Which societies had slaves in the past? Do you think any still have slaves today?

You could use Google Earth to introduce current slavery issues in the world today. For example, you could use the tool to show the location of countries that are affected. If you are comfortable using Google Earth you could create a presentation that uses 'placemarks' and hyperlinks to show these locations and issues.

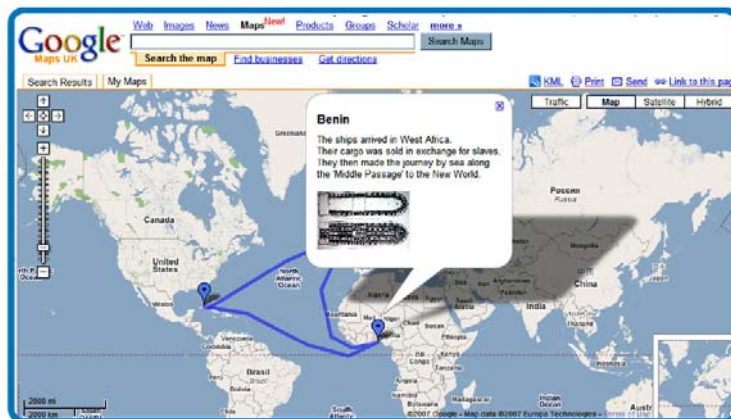
You could use clips from films such as *Roots*, *Amistad* or *Amazing Grace* as further stimulus.

## Activity (40 minutes)

Introduce the idea of the triangular trade including the plantations, the need for labour and the economics of ships sailing with their different cargos.

Using Activity sheet 1, ask pupils to research and gather answers to the questions about the slave trade.

Pupils then create their map of the slave trade using Google My Maps. Information is added using placemarks and images can also be added easily. More time might be required to complete this activity.



## Extension tasks

- Pupils could investigate/trace through Google Search the journey of slaves who made the journey from West Africa to the Americas. Their task is to write a first-hand account of a fictional slave's journey and experiences on arriving in America. You might want to provide a writing frame to help pupils structure their work.
- The different stages of the pupils' stories as the slave's journey progresses could be marked as diary entries onto a Google My Map.
- Using Google Earth, Maps and Search, pupils could explore further the geography of the African continent. Considering European shipping routes and trade winds they could decide which area Africans would be at most risk from slave traders.

## Plenary (10 minutes)

Ask pupils to evaluate the sources they used to find out about the slave trade. Reinforce learning through class discussion, asking pupils to consider the workings of the triangular trade and the experiences of those involved. This could be based around the 5 Ws (who, when, what, where and why).



## Lesson 2: Ancient African civilisations

### Learning outcomes

- All pupils: will understand that Ancient Africa had many civilisations before the slave trade and was not 'uncivilised'.
- Most pupils: will be able to give examples to show how Ancient Africa was civilised.
- Some pupils: will be able to use examples to challenge the stereotype that Africa was the 'Dark Continent'.

### Resources

- Interactive whiteboard or display facility
- Internet access
- Activity sheet 1

### Preparation

- Teachers should make sure that *Google SafeSearch* is set to strict filtering. To do this, click the Preferences link on the Google home page to the right of the search box, then select 'Use strict filtering'.
- Teachers will need to familiarise themselves with Google Maps: there are several pages of help and guidance pages on Google to help you find your way around: <http://maps.google.co.uk/support/> A Google account is required to use My Maps.



## Lesson 2

### Overview

In this lesson pupils explore Africa before slavery and create a map showing information about different ancient African civilisations. They are asked to consider the stereotype of the European slave traders that Africans were uncivilised. There are lots of links to Citizenship in this lesson.

### Starter (15 minutes)

Ask pupils to use Google Search to find out who used the term 'The Dark Continent' and to write down a definition of this term.

A class discussion could follow on what European perceptions were of Africa. Explain that during this lesson pupils will try to evaluate this assumption.

### Activity (35 minutes)

Pupils use Google My Maps to create a new map entitled 'Ancient African Civilisations' and to locate one Ancient African civilisation e.g. Egypt, Mali, Benin, Great Zimbabwe etc.

Pupils then use Google Search to look for evidence of 'civilisation' and the achievements of that kingdom and use the information to fill in the table provided on Activity sheet 1. Their research will be arranged under the headings of Government/Leadership, Architecture, Economy and Trade, Education, Religion, Crafts, Other. Pupils can also use Google Images to find images for each section e.g. of the leader, buildings, arts/crafts etc.

The class could be split into groups, each researching a different civilisation. They could then create a class My Map to show information on all the different civilisations. Each group adds placemarks to the map to show the information and images they have found.

More time might be required to complete this activity.

They are asked to consider whether the view of the European slave traders was right. Why do they think that the Europeans had this view?

### Plenary (10 minutes)

Ask pupils to use the evidence that they have gathered to discuss as a class whether they agree with the claim that Africa was the 'Dark Continent'.