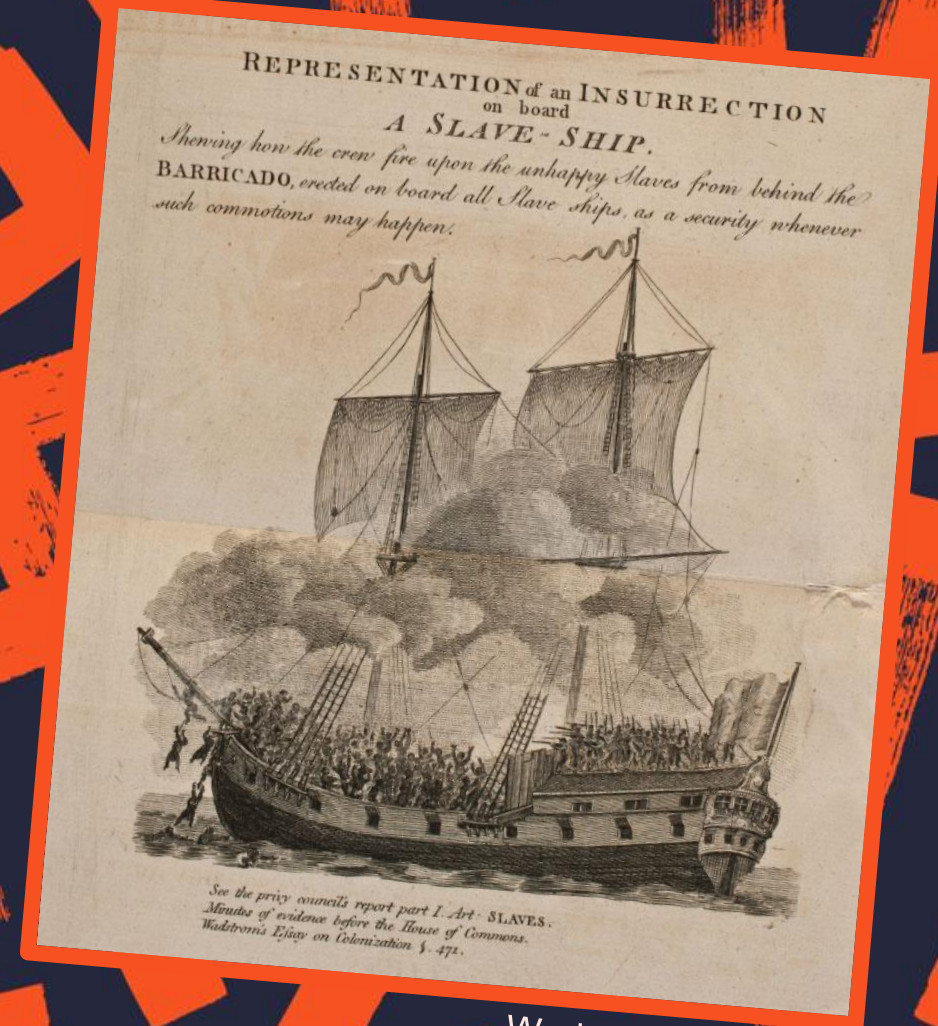


What can different types of sources tell us about the conditions and experiences faced by the captives during the middle passage?



Wadström, 1794

How did differing ideas about men and women shape the design of ships?

Lesson 1



Learning Intentions

Today we are learning about the importance of gender in influencing the design of slaving vessels

Success Criteria

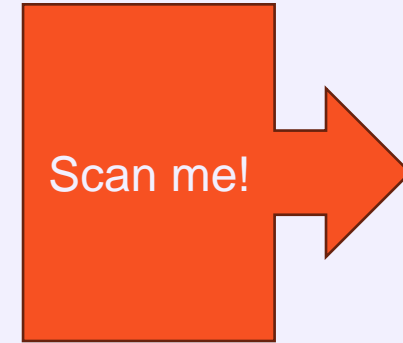
I can **analyse** different historical sources to understand differing views of gender.

I can **identify** the main features of a typical slave ship

I can **make a judgement** about the importance of gender in influencing the design of ships.

Starter Task

- Using the interactive map – correctly identify the different countries involved in each stage of the transatlantic slave trade.
- **Challenge Task:** Write down what happens at each stage – aim for 4 different points



HINT: If you are struggling to identify the country then use the function 'Show country names' at the bottom of the page.

Paired Discussion

1. What sources of evidence might we use to get a fuller picture of the past?
2. What could be the advantages and limitations of these sources?



Activity 1 – Views on Gender

Working in pairs, read through Sources A and B on the handout.

Discuss and write a response to the questions for each into your jotter.

Answer the questions in full sentences and be prepared to share your answers with the class.

Activity 2 – Features of Slaving Vessels

You will see a **two** virtual tours of a 3D reconstructed slaving vessels.

Your task is to annotate your diagram of a slaving ship with key features highlighted in the videos.

Challenge Task: Explain why these features were included in the design of the ship



<https://www.slavevoyages.org/voyage/ship#3dmodel/0/en/>

A typical slave vessel layout

The images on screen demonstrate the typical layout of a slaving vessel.

Make sure you have the key features highlighted on this diagram annotated on your own

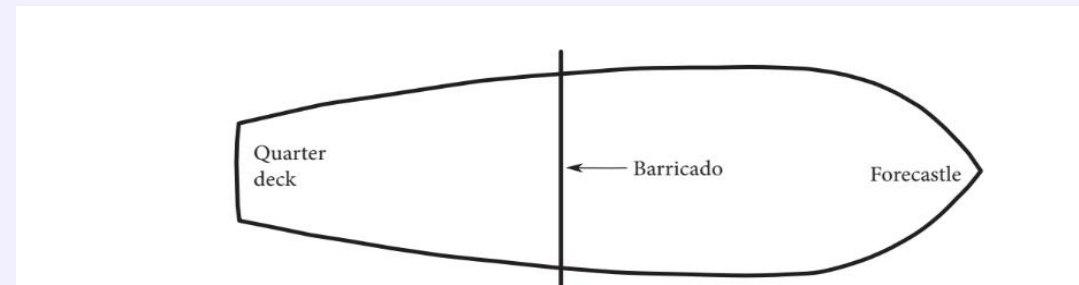
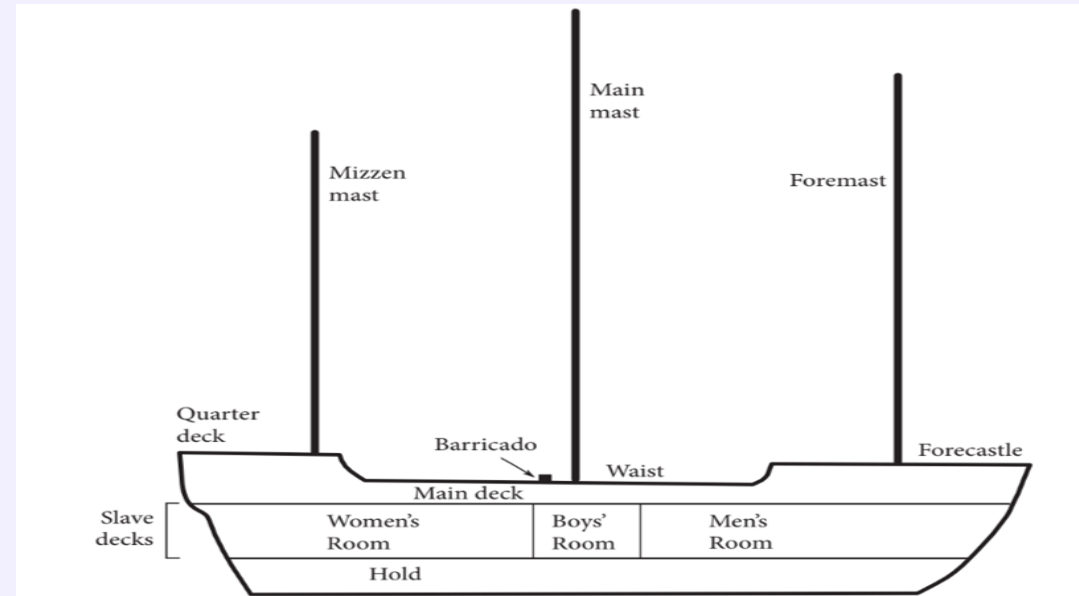
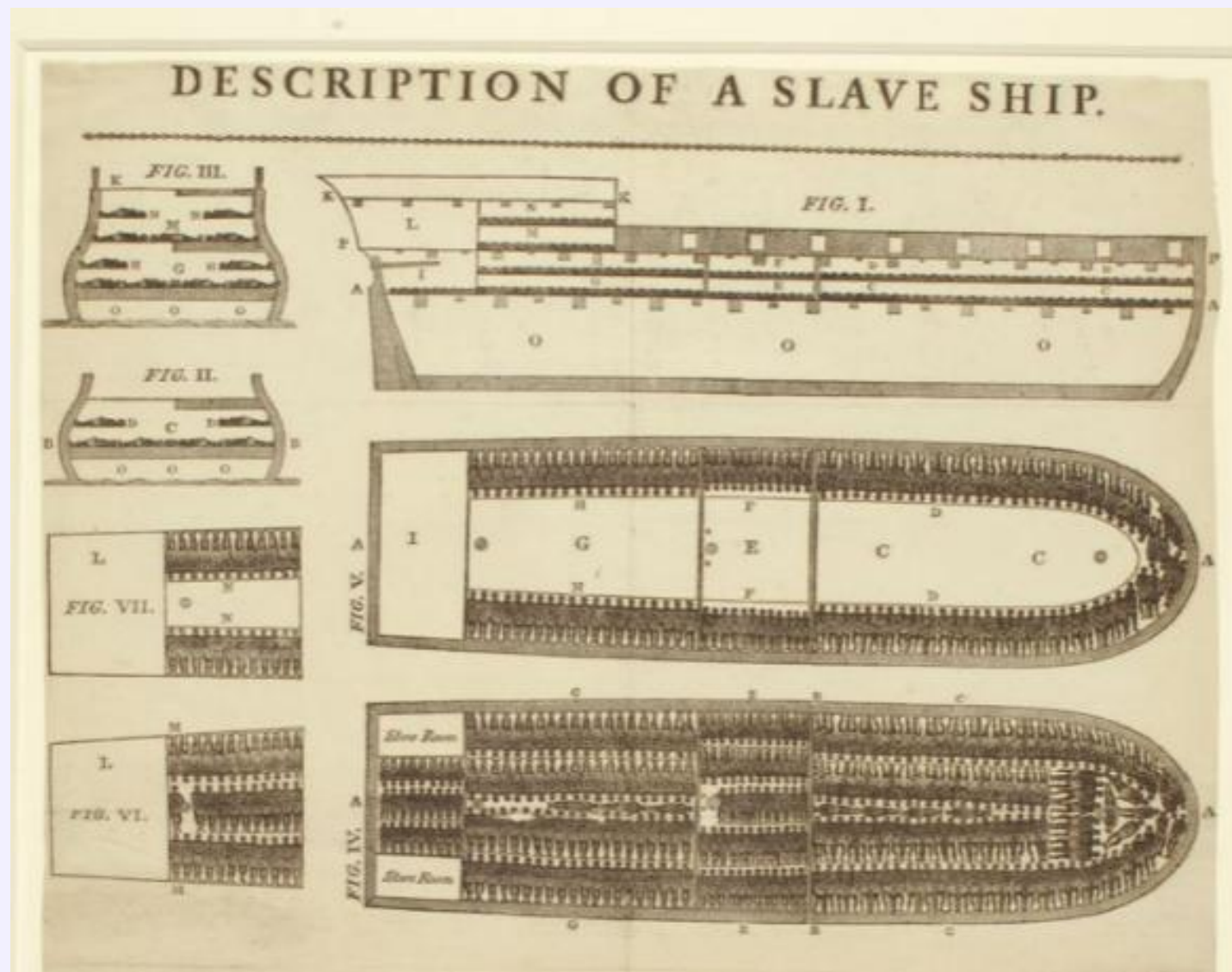


Figure 5.2 The key structural characteristics of a frigate-built merchant slaver.

A description of the *Brooks* slave ship published in April 1789, provides the most recognisable, shocking and unforgettable images associated with the Transatlantic Slave Trade.

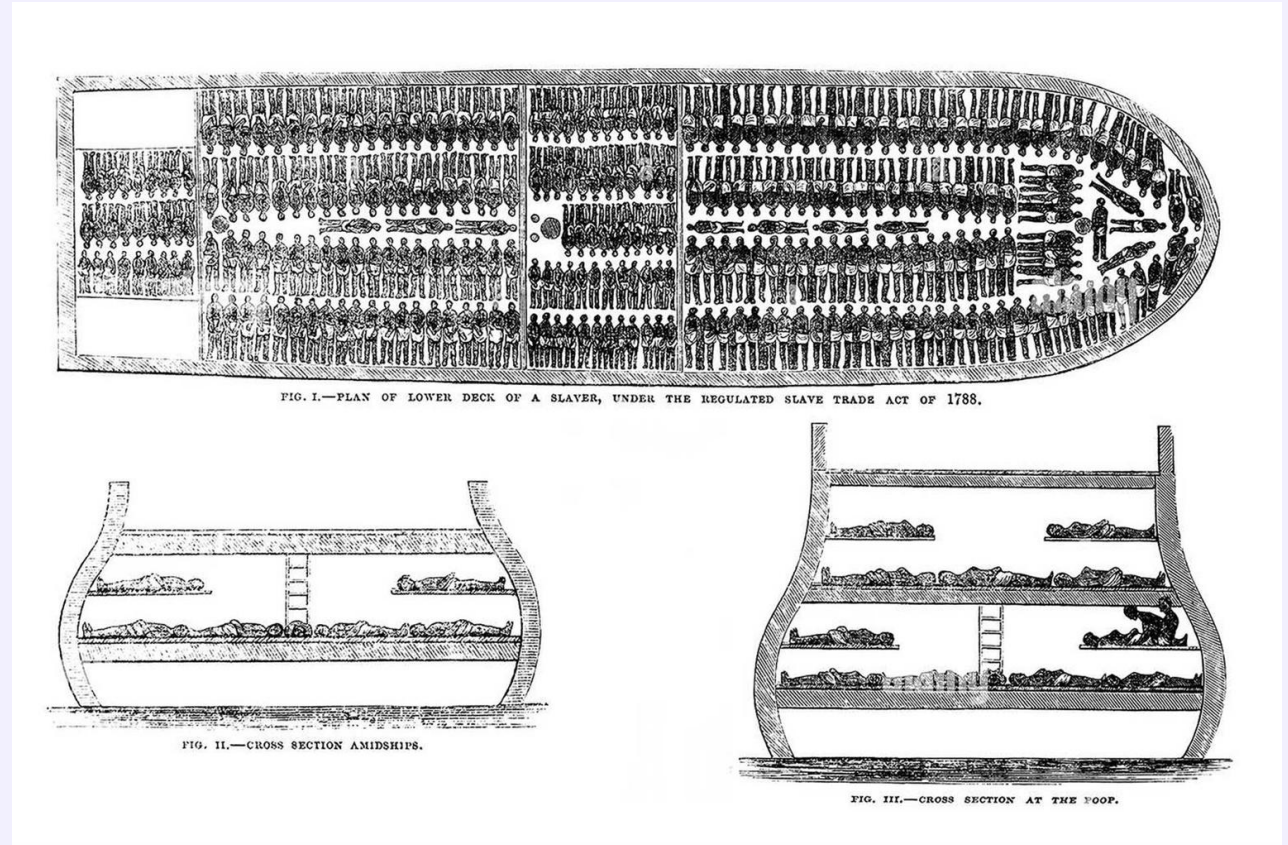
The *Brooks* was intended to hold upto 482 men, women and children but in reality upwards of 600 people were imprisoned on the ship during the 2 month middle passage journey to the West Indies.



When you look closely at the image you can see how the people imprisoned on the ship were stored like cargo.

There were clear separations among men (front of the ship), children (middle of the ship) and women (back of the ship).

They even stacked people to maximise space on board the vessel.



Plenary

Answer the BIG question below:

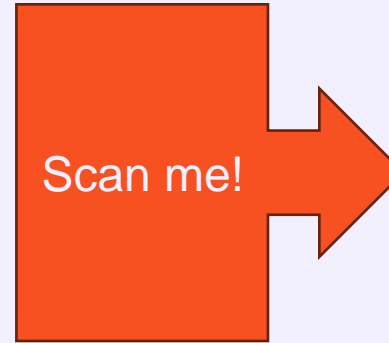
‘How did differing ideas about men and women shape the design on ships?’

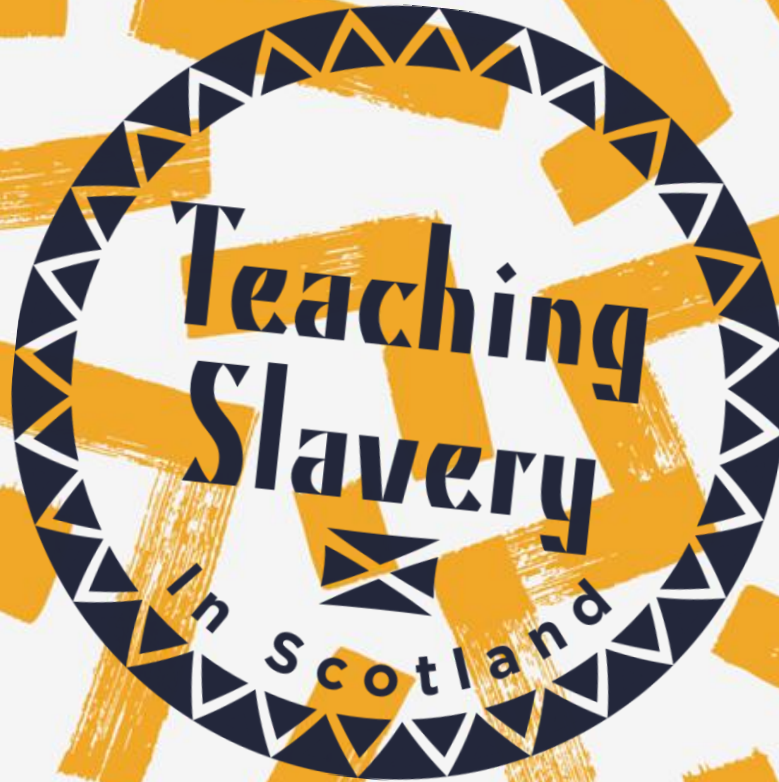
Answer with as much detail as possible giving at least **one** piece of evidence from today’s lesson.

Plenary

- Scan the QR code or follow the link to access the menti task and write a response to the following question:

‘How did differing ideas about men and women shape the design of ships?’





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