

# **How did the slave trade influence the development of Lagos and Igboland in the late 18<sup>th</sup> Century?**

## **Curricular Links**

This series of lessons could be used to support learning for...

- BGE - I can use primary and secondary sources selectively to research events in the past (SOC 2-01a)  
I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since (SOC 3-06a)  
By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it (SOC 4-04a)  
I have investigated a meeting of cultures in the past and can analyse the impact on the societies involved (SOC 4-05c)
- SQA – National 5 History: The trade in enslaved African people, 1770–1807.Key Issue 1: Effects on African Societies.

## **Rationale**

- This sequence of lessons aims to teach pupils an overview of the long- and short-term impacts that the Slave Trade had in Africa.
- It adopts an approach which will allow pupils to work with a variety of primary and secondary sources to draw their own conclusions on these impacts and the reasons behind them.
- It uses sources from...

## **Teaching Slavery in Scotland Principles**

- African societies were complex and diverse.
- Enslaved people's resistance to and strategies for surviving enslavement were complex and diverse.
- Primary sources and case studies allow us to challenge stereotypes of the Atlantic slave system.

## **Sensitive Practice**

- Students could encounter potentially challenging language in some of the sources used.

- These situations should be managed in the classroom by addressing “colonialised” language prior to the delivery of the lessons and explaining the historical context in which historians might use these terms. Some terms such as “negro” or other variants should never be read out loud and a trigger warning should indicate pupils that the term appears on either images or text before the sources are shown in class.

### Sequence Overview

Overarching Enquiry Question				
Lesson Number	Lesson Title/ Intention/ Enquiry Question	Learning Objectives/ Success Criteria	Activities and Resources	Assessment/ Checking Learning

1	<p>What were the social, economic and political <b>conditions</b> of West African societies prior to the slave trade?</p>	<p>LO - To develop an awareness of the complex nature of various precolonial African societies.</p> <p>SC – Describe the different roles performed by men and women in West African <b>societies</b>.</p> <p>Identify differences between maps and explain the reasons for those differences.</p>	<p>Activities</p> <ul style="list-style-type: none"> <li>- Think, Pair, Share's on: <ul style="list-style-type: none"> <li>○ Similarities and differences between Scotland and England (set up differences between language, dialect, culture, landscape, political beliefs)</li> <li>○ What items are valuable and why (set up differing ideas of value for West African economy)</li> </ul> </li> <li>- Definition discussion – <b>differences between</b> centralized and</li> </ul>	<p>Resources</p> <p>PowerPoint slides</p>	<p>Sharing in discussions will be used to check for understanding. Plenary will highlight gaps and points to readdress in future.</p>
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2	How did the slave trade negatively impact West African societies social, political, and economic circumstances?	<p>LO - To evaluate the impacts of the slave trade on West African societies by drawing on prior knowledge.</p> <p>SC - Organise the impacts of the slave trade into social, economic, and political categories.</p> <ul style="list-style-type: none"> <li>- Explain how the slave trade negatively impacted West African societies.</li> </ul>	<p>Activities</p> <ul style="list-style-type: none"> <li>- Story, Source, Scholarship: <ul style="list-style-type: none"> <li>o Story - Read each paragraph, highlighting key words and phrases. Title each paragraph in the left-hand column, and summarise each paragraph in the right-hand column (2-3 bullet points).</li> <li>o Source - Analyse the map of the European forts on the West African coast. Using your own knowledge, explain how these forts would have been connected</li> </ul> </li> </ul>	<p>Resources:</p> <p>PowerPoint Slides</p> <p>Card task copies</p> <p>Story, Source, Scholarship</p>	<p>Circulating class and discussing with pupils as they organise impacts. Questioning will make connections in learning.</p> <p>Read through passage as a class for literacy support or independently if given to higher ability class.</p>
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3	In which ways did the Igbo Communities respond to the Slave Trade?	<ul style="list-style-type: none"> <li>- To learn about the cultural, Political and economic diversity of Igboland (Nigeria)</li> <li>- To be able to successfully gather information from primary and Secondary sources.</li> <li>- To be able to draw conclusions on the impacts that the Trade had in different communities.</li> <li>- To form an opinion on what these impacts meant for these communities</li> </ul>	<p>Activities</p> <p>Starter task: Think/Pair/Share</p> <p>Guided Reading.</p> <p>Table with different ways in which Igbo communities fought against the Slave Trade.</p> <p>Enquiry Question.</p> <p>Extension Question.</p>	<p>Resources:</p> <p>PowerPoint Slides</p> <p>“The Drums of War” by John N. Oriji (article)</p> <p>Olaudah Equiano’s experience (extract)</p>	Pupils will need to have demonstrated an understanding of at least 3 ways in which different communities protected themselves against the Slave Trade and the reasons behind their chosen methods of protection (whenever possible)
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4	How did Lagos become such an important port?	<ul style="list-style-type: none"> <li>-To learn about the different reasons why Lagos became one of the most important Slave Trade ports in West Africa.</li> <li>- To gather, organise and summarise information from secondary sources.</li> <li>- To describe 2 factors that affected the development of Lagos as a slaving port.</li> <li>- To explain the reasons why these factors impacted Lagos' importance.</li> </ul>	<p>Activities</p> <p>Starter Task: Describe Question.</p> <p>Timeline task.</p> <p>Slave Voyages website</p> <p>Factors' triangle Task.</p> <p>Enquiry Question.</p> <p>Extension Question.</p>	<p>Resources:</p> <p>PowerPoint Slides</p> <p>Timeline of Lagos worksheet.</p> <p>Kristin Mann Extract</p> <p>Factors' triangle worksheet.</p> <p>Slave Voyages Website.</p> <p>iPads.</p> <p>Highlighters.</p>	<p>Pupils will need to have demonstrated an understanding of at least 2 reasons why Lagos became such an important port for the trade in enslaved African people in West Africa.</p>
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## Lesson Plans - 50-minute lesson

In which ways did the Igbo Communities respond to the Slave Trade?			
<b>Purpose:</b>	<i>To learn about the diverse ways in which different Igbo communities tried to protect themselves against the Slave Trade.</i>		
<b>Objective:</b>	<i>The learning in this lesson links to the overarching EQ by discussing at least 3 different ways in which the daily life of these communities was affected and changed, due to the threat of the Slave Trade.</i>		
<b>Outcome:</b>	<i>Pupils will demonstrate their ability to answer the Enquiry Question by summarising at least 3 ways in which the life of these communities was altered.</i>		
Time	Teacher is...	Pupils are...	Checking learning
5-10	<ul style="list-style-type: none"> <li>Introducing the lesson (L. I and S.C) and the starter task</li> <li>Giving out guided reading Article (John N. Orij) )</li> </ul>	Completing the Starter Task	
10-20	<ul style="list-style-type: none"> <li>Explaining the Guided Reading activity and using Olaudah Equiano's extract as an example too (addressing the differences between Primary and Secondary Sources)</li> <li>Explaining terms that pupils might find difficult for both texts.</li> </ul>	Reading and annotating their articles.	
20-35	<ul style="list-style-type: none"> <li>Explaining how to complete the table task.</li> </ul>	Copying the table and annotations into their jotters	



35-50	<ul style="list-style-type: none"> <li>Re-Introducing the Enquiry Question for the lesson</li> </ul>	Answering the Enquiry Question in their jotters/sharing their findings and thoughts with the class.	
<b>Home learning: (if necessary/ appropriate)</b>			

### Lesson Plans- 50-minute lesson

<b>How did Lagos become such an important Port?</b>			
<b>Purpose:</b>	<i>To understand the reasons behind Lagos becoming such an important port for the Slave trade, linking this to a variety of factors, such as the ecology and location of the area, trade and political instability.</i>		
<b>Objective:</b>	<i>The learning in this lesson links to the overarching EQ by looking at some of the factors that affected the importance of Lagos as a Slave Trading port and the swift in trading activity.</i>		
<b>Outcome:</b>	<i>Pupils will demonstrate their ability to answer the Enquiry Question by demonstrating an understanding of at least 2 reasons why Lagos became such an important port for the Slave Trade in West Africa.</i>		
<b>Time</b>	<b>Teacher is...</b>	<b>Pupils are...</b>	<b>Checking learning</b>
5-10	<ul style="list-style-type: none"> <li>Introducing the lesson (L. I and S.C) and the starter task.</li> <li>Giving out the worksheets needed (Timeline, Kristin Mann's article and worksheet)</li> </ul>	Completing the Starter Task	

10-20	Explaining the Timeline activity and introducing the Slavery Voyages website to pupils.	Completing the Timeline task and checking the Slave Voyages website.	
20-40	<ul style="list-style-type: none"> <li>• Introducing the extract from Kristin Mann and explaining how to complete the triangle task.</li> <li>• Explaining terms that pupils might find difficult for both texts.</li> <li>• Trigger warning: vocabulary.</li> </ul>	<p>Reading and highlighting the extract.</p> <p>Completing the triangle worksheet</p>	
40-50	Re-Introducing the Enquiry Question for the lesson	Answering the Enquiry Question in their jotters/sharing their findings and thoughts with the class.	
<b>Home learning: (if necessary/ appropriate)</b>			

## Lesson Plans- 50-minute lesson

# What were the social, economic and political circumstances of West African societies prior to the slave trade?

<b>Purpose:</b>	<i>To understand the different social, economic and political circumstances of West African societies to lay the ground work for later exploration of the impact of the slave trade.</i>		
<b>Objective:</b>	<i>The learning in this lesson links to the overarching EQ by addressing issues of ‘development’ - that is that development should not be understood solely through Western capitalism, but should be based on the particular circumstances of West Africa.</i>		
<b>Outcome:</b>	<i>Pupils will demonstrate their ability to answer the Enquiry Question by describing what West African economy was based on (currency and industries); evaluating the strengths and weaknesses of centralised and decentralised states; describing the different gender roles in West African societies.</i>		
<b>Time</b>	<b>Teacher is...</b>	<b>Pupils are...</b>	<b>Checking learning</b>
10	<ul style="list-style-type: none"><li>Introducing the lesson (L. I and S.C) and the starter task. Facilitate discussion by giving pupils 2 minutes to consider the question alone and answer in jotters, before paired and class discussion.</li></ul>	Think - 2 minutes to consider own responses Pair - 2 minutes to share answer with partner and develop understanding of questions. Share - 5 minute class discussion where answers are shared. Address differences in: religion; dialect and accents; landscapes; government; culture; history. Important for establishing that West Africa is not homogenous.	
5	Teacher input - show some basic differences across African continent, explain how through time this was much more complex. Introduce how we will explore West African societies (social, political, economic)	Listening	

3	<ul style="list-style-type: none"> <li>Pupils introduced to map of modern Europe and pre-colonial African map. Pupils asked to address differences in the maps.</li> </ul>	Highlight the differences between borders (fluid, overlapping). Highlight Igbo as it has no sphere of influence (decentralised).	
5-7	Introduce concept of centralised and decentralised states. Explain the differences using the diagrams provided. Use discussion to highlight vulnerability of both to outside influence.	Pupils to discuss positives and negatives of such a political structure. Discussion to follow.	
3	Look at 2 states: Asante (centralised) and Igbo (decentralised). This will establish later exploration of Igbo responses to slave trading later in enquiry. Differences addressed would be in approach to expansion, industry gender roles, and use of slavery.	Listening	
5	Ask pupils to consider what is valuable. Anticipate money, personal items (games consoles, clothes etc). Use to lead into section on economy and what was valued.	Think - 1 minutes to consider own responses Pair - 1 minutes to share answer with partner and develop understanding of questions. Share - 3 minute class discussion where answers are shared.	
3	Describe West African industries, exports, and currencies. Highlight how cowrie shells are used. Describe items traded in West African societies and ask pupils to consider their uses. Later slide will explain utility of their use and importance in trade, status, and religion.	Pupils to write down uses of: Bronze and Iron Cotton and textiles Gold Cattle hides.	
3	Highlight differences in gender roles.	Listening	
5	Plenary: Pupils to summarise their learning.	In 3 sentences, summarise your learning using the following sentence stems:  West Africa's politics was complex because... West African societies produced items such as... Men and women had different roles in West African societies, such as...	

## How did the slave trade negatively impact West African societies social, political, and economic circumstances?

<b>Purpose:</b>	<i>To use prior knowledge and teacher input to explain how the slave trade negatively impacted West African social, political, and economic circumstances. This lesson will most likely be used for SQA N5, with the hope that teachers and pupils can use this most broadly to meet the standards expected by the SQA, whilst also giving further depth than is normally given to this aspect of the course.</i>		
<b>Objective:</b>	<i>The learning in this lesson links to the overarching EQ by exploring the general negative impact of the slave trade on West Africa's social, political, and economic circumstances and development. Warfare and tension central to this.</i>		
<b>Outcome:</b>	<i>Pupils will demonstrate their ability to answer the Enquiry Question by explaining how the slave trade negatively impacted West African social, political, and economic circumstances and development. Pupils will be able to explain why centralised and decentralised states were vulnerable to slave trading (political); how a shift to the focus on 'monocultural economy' (slave trading) negatively impacted economic and industrial development; and how the disproportionate emphasis on capturing male African's shifted the dynamic of gender roles in West African societies (social).</i>		
<b>Time</b>	<b>Teacher is...</b>	<b>Pupils are...</b>	<b>Checking learning</b>
5-10	<ul style="list-style-type: none"><li>Copy the following T-Chart into your jotter. Using recall, make a list of the different aspects of West African societies you can remember from the first lesson. You must link it to: politics, economy, and society.</li></ul>	Cops and Robbers - copy the T-Chart into jotter. Using recall, make a list of the different aspects of West African societies from the first lesson. Must link it to: politics, economy, and society. (example given for scaffolding). After 2 minutes, pupils will 'steal' answers from peers.	Ask follow ups.

3	Describe general impact on Africa (loss of population still impacting Africa today). Explain how this lesson will focus on social, economic, and political impacts of the trade.	Listening.	
25	Introducing Story, Source, Scholarship task. Story section may wish to be completed as a class or as 'I do (first paragraph teacher led), we do (second paragraph as a whole-class), you do (final 2 paragraphs completed individually)'.	<p>Story - Pupils to read paragraph-by paragraph of story, highlighting key words and phrases. Title each paragraph in the left-hand column and summarise in 2-3 bullet points the key points in the right-hand column.</p> <p>Source - Pupils to look at the map of European forts on the West African coast. Answering following questions using prior knowledge:</p> <ol style="list-style-type: none"> <li>1. Looking at this map, how would the position of these forts impact local politics?</li> <li>2. How would the position of these forts impact the local economy? Consider the impact on jobs and trade.</li> <li>3. How would the position of these forts impact the people of the local area?</li> </ol> <p>Scholarship - Pupils to read extract from M'Baye article. Analysis through answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What does the term 'monoculture' mean?</li> <li>2. Why is having a monocultural economy a negative impact?</li> <li>3. According to M'Baye, why did the African states lose their stability and break apart?</li> <li>4. Based on this source and your prior knowledge, what was the most significant impact on African societies of the slave trade?</li> </ol>	

10	Introduce card task.	Pupils given cards with 14 impacts. They must read in pairs/groups and organise the impacts under social, economic, or political headings.	
5	Plenary: Explain summarising task. Used to develop literacy and check for overall understanding.	<p>In 3 sentences, summarise learning from lesson. Use the following sentence stems:</p> <p>West African politics were impacted by the slave trade because...</p> <p>The economy of West African societies was impacted by the slave trade because...</p> <p>The social circumstances of West African societies were impacted by the slave trade because...</p>	