



## Key Stage 3 - Africa Pre-Slavery

### Learning Objectives:

- To convey West Africa's rich and varied culture that existed prior to transatlantic slavery
- To embrace, understand and value cultures, traditions and the way of life of many West African people

Read the background information notes to familiar yourself with the cultures and people of Africa, pre-slavery. It is important to introduce this topic, conveying a positive image about Africa, its rich and varied culture that existed prior to European settlement and trade. It is also important for students to understand and embrace values, traditions and a way of life of people who went about their daily life prior to the events of the trade.

Many students also cannot conceptualise Africa being a continent, made up of different countries, kingdoms, languages, religions, etc.

**Tasks 1 and 2:** allows you to get a sense of what students really know about the African continent, their views and ideas, as well as their geographical knowledge about countries, land divisions etc.

### Extension Activities on Task 2:

- Use this activity as a quiz - showing flags from the countries that played a role in the slave trade and asking students to place them accordingly
- Jigsaw puzzle: Working in little groups, students piece together the map of Africa on the right, labelling countries that were involved in the slave trade.

#### African images and artifacts:

- Use the images that show high class society and skill in the Yoruba, Benin and Ashanti cultures of Africa.
- It is important for students to dispel any myths about Africans being 'backward', or 'uncivilised'. These are some of the reasons mentioned as to why they were taken as enslaved men and women. On the contrary, just by looking at their grand celebrations (Image: 'The first day of the Yam celebration'), their ability to carve and weave (carved horn, Kente cloth) and their celebratory wear of (Yoruba headdresses and crowns)

### Extension Activities on Task 3:

#### • House posts:

This pair of posts is an important example of the work of the internationally renowned Yoruba sculptor, Lamidi Fakeye. They were donated to the Commonwealth Institute by the Rev Kevin Carroll, an authority on contemporary Yoruba sculpture.

Large posts like these support the short jutting roofs of royal palaces or religious shrines. Architectural posts may be carved to commemorate local orishas (deities), heroes or cultural ideas. The warrior on horseback is a powerful image in many world cultures, and is employed here to suggest the status and power of the warrior.

Similarly, the image of the mother and child is a common one in art. The woman here may be simply the mother of the children or perhaps, more symbolically, of a larger family unit. Her elaborate hairstyle and the intricate decorative designs around her body are traditional artistic devices that add visual interest to the structural importance of a house post.

- Explore the geographical area of the Yoruba people, language, culture, way of life, kingdoms etc.

### Viewing the learning activity file

If the document doesn't initially open in presentation mode, press 'F5' in Powerpoint to view the activity full screen as a slideshow. This should also enable links to website content to be accessed by clicking on them. Alternatively, links can be viewed by copying and pasting the url into your web browser.

