

 The National Archives

Presentation & Resources...

<http://bit.ly/2gptnvy>

Find out more...

www.nationalarchives.gov.uk/education

Contact...

education@nationalarchives.gov.uk

@The_History_Man

@UKNatArchives

@UKNatArcEdu

Engaging Student Curiosity

- You are about to look at a picture.
- Concentrate hard because you will only have **1 second** to look.
- Get ready to share anything that you saw with the rest of the class.
- You will be amazed how much you can see in just **1 second!**
- Ready?
- Really ready?



Cabò Corsò

Manfrà

What Did You See?

What Did You Miss?

What Questions Do You Want To Ask?

Jean Barbot - Description des Côte d'Afrique 1688

Nous ne sommes pas en mesure de donner une plus grande description de la Côte et de ses environs.

Les Marchands de la Côte d'Afrique.

On ne trouve de la poudre que dans le pays de Congo.

Pas de Dent d'Eléphant.

Pêche de la Côte.

Egout de la Côte.

en les pays ou en plusieurs de ces mêmes chastes, ou en d'autres. Comme
 Je double en tout temps afin de recevoir les Canots qui venant de la Côte
 par jour, quelque chose par chaque Canot qui y aborde, soit plein
 de vivres, ou à beaucoup de pêche à Les faire, tant qu'ils sont déchargés
 et les importans.

En Novembre du d'ici on a leurs propres Esclaves, que leur portent les
 Marchands auant avant dans les terres, qu'ils déchargent. Si le nombre
 pas amène avec eux, ils en ont de ceux de la Côte, et y en a qui vont
 jusqu'à 200 lieues de profondeur en Terre avec ces esclaves aux chastes
 et qui, mais ils ont de grandes difficultés à surmonter, ce qui les oblige
 d'être bien armés, pour se garantir de la injustice des naturels, et de les faire
 venir, qu'ils viennent fort souvent.

Ces Marchands ne négocient pas seulement de l'Or, mais aussi des
 Esclaves, qu'ils amènent aux Vaisseaux, en assez grand nombre. Lors
 qu'ils ont quelques guerres, mais en temps de paix (comme c'est toutes la
 Côte d'Or, en 1682) on y en traicte peu, ce fort chert, ils les enlèvent
 ordinairement de nuit, j'en ai vu jusqu'à 3 lieues. On n'y trouve presque
 pas de dent d'Eléphant, parce qu'on ne trouve que celles qui y sont venues de
 loin en dedans du pays, ou de Quinquu, ou de Congo. C'est qu'ils se servent
 pour faire des Trompes, des Manilles, et d'autres ouvrages à leur usage,
 ce qui fait que ces matières y est chère. On n'y trouve presque pas de
 Or, ou au moins très-peu, employant ces matières, à faire des chandelles
 dont ils ont l'usage, depuis un temps.

On voit par ailleurs, un Canot, qui porte des Esclaves à bord
 d'un vaisseau, et d'autres qui y viennent, pour traicte l'Or. Il y a
 deux fois voir aussi, comment se fait la rompage. Ce petit bâtiment se
 des vents, lors qu'ils sont arrivés à Terre.



Le Miner de Pêcheur, après le Marchand, celui qui est le plus

en estime par eux. Et sont plus en à plus que d'aucun autre. Les Vents y
 soufflent les enfants, des l'âge de 9 à 10 ans; et sont tous les Mains
 (parmi le Mardi qui est le dimanche) un nombre fort grand de
 ce pecheurs, qui viennent jusqu'à 2 lieues au large. A l'An
 de Comodo, à La Mira, à Corio, à meure, à Comenta, mais plus
 à Comodo. Et à l'An de la Mira, qu'ils ont, plus de jours qu'on en voit 3 et 400.
 de chaque endroit, ces pecheurs s'avancent jusqu'à une lieue ou 2 lieues
 sur des voques. L'ordinaire, on les voit venir de Terre, plusieurs fois
 jusqu'à l'endroit de profondeur, ou ils doivent pecher. Et ils s'occupent en
 suite chéer à son gre, pour faire la pêche sans s'embarrasser; chaque
 Canot a pour l'ordinaire deux hommes, d'un qui est debout pour pecher,
 d'autre qui est assis pour servir de gouvernail, et le maner
 dans les endroits qu'ils croyent les plus propres. Ils ont toujours dans
 ces Canots, un sac de pain, de l'eau, et du feu sur une grosse pierre
 pour servir de cuisson. Quand ils en veulent manger, vous voyez toujours
 par ces planches. Le plaisir qu'on a de voir tant de pecheurs en semble
 autour d'un vaisseau. Je m'en fais une grande apperception dans ces mo-
 ment de la.

De la Côte.

Comme de la Côte d'Afrique.

De la Côte d'Afrique.

Pêche de la Côte.

Planches de la Côte.



Ils pechent la nuit, parce que c'est l'heure, que le Poisson sort de sa
 paré aussi que le vent de Terre rend la mer calme et tranquille. Et ils s'en
 retournent vers le Midy, avec le vent de mer, qui souffle par degrés, avec
 tant de violence, que s'ils s'endorment vers le soir, ils auroient beaucoup
 de peines, et de s'en aller à aborder la Terre, à cause des barres, sur lesquelles
 la mer est très-élevée.

La Continuelle habitude, que ces pecheurs ont à pecher, les à rendre fort ex-
 perts, en cet art, bonnoissant parfaitement bien, la Nature et la Sa-
 son de chaque Poisson. Ils ont plusieurs manières de pecher, pour la nuit,
 et pour le jour. Je va vous en faire un détail.

Ils pechent de jour, ou avec des lignes, ou avec des filets, faits de fil de palmier,
 et attachent à ces lignes, plusieurs homçons de distance en distance.

Nous ne sommes pas en mesure de donner une plus grande description de la Côte et de ses environs.

Les pecheurs de la Côte.

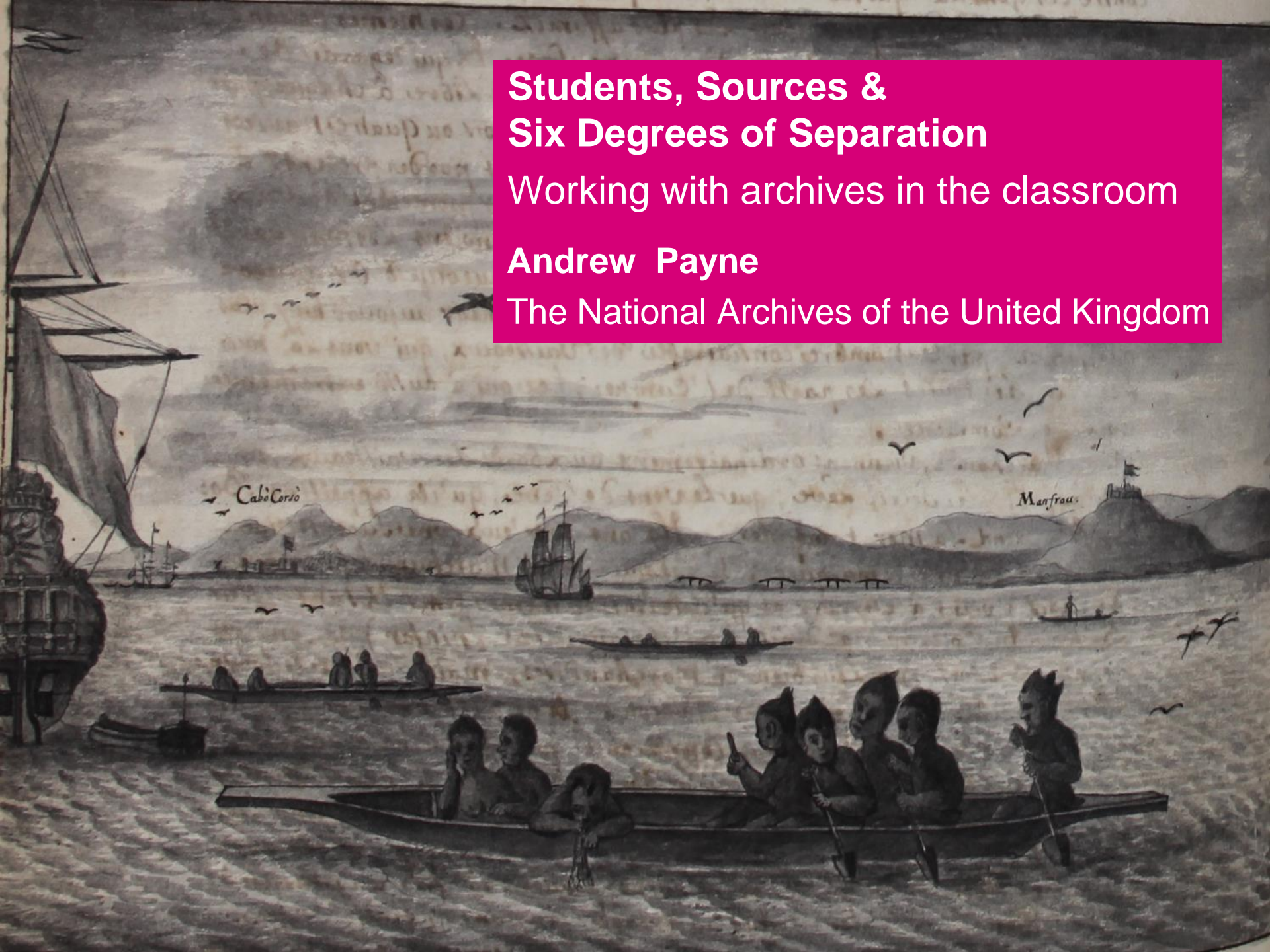
Pêche de la Côte.

Students, Sources & Six Degrees of Separation

Working with archives in the classroom

Andrew Payne

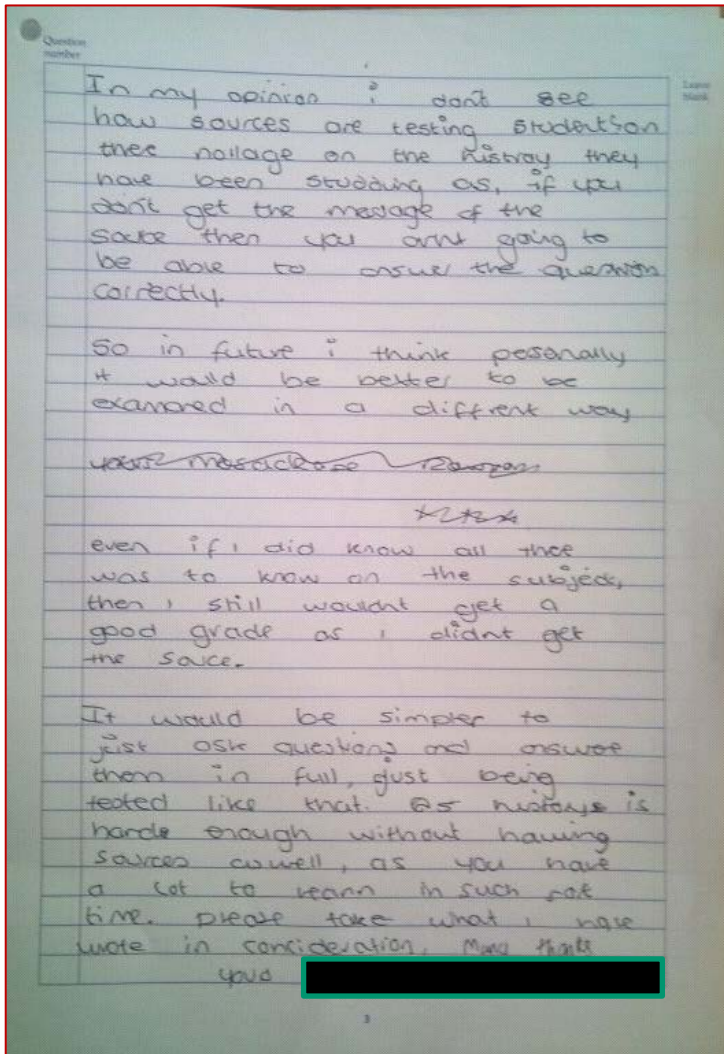
The National Archives of the United Kingdom



The Laboratory for the Historian



Kids don't get sources



In my opinion I don't see how sources are testing students on their nollage on the histroy they have been studding as, if you don't get the message of the source then you arnt going to be able to answer the question correctly.

So in future i think personally it would be better to be examoned in a different way

even if I did know all there was to know on the subject then I still wouldn't get a good grade as I didn't get the souce.

It would be simpler to just ask questions and answer them in full, just being tested like that. As **history is hard enough without having sources as well**, as you have a lot to learn in such short time. Please take what I have wrote in consideration. Many thanks
Yours ...





12,000,000 boxes



1 quadrillion bytes – 1 Petabyte of storage




The National Archives

Menu

Search our website...

Home > Education

Education



Time periods

- Medieval 1066 - 1485
- Early modern 1485 - 1750
- Empire and industry 1750 - 1850
- Victorians 1850 - 1901
- Early 20th Century 1901 - 1918
- Interwar 1918 - 1939
- Second World War 1939 - 1945
- Postwar 1945 - present

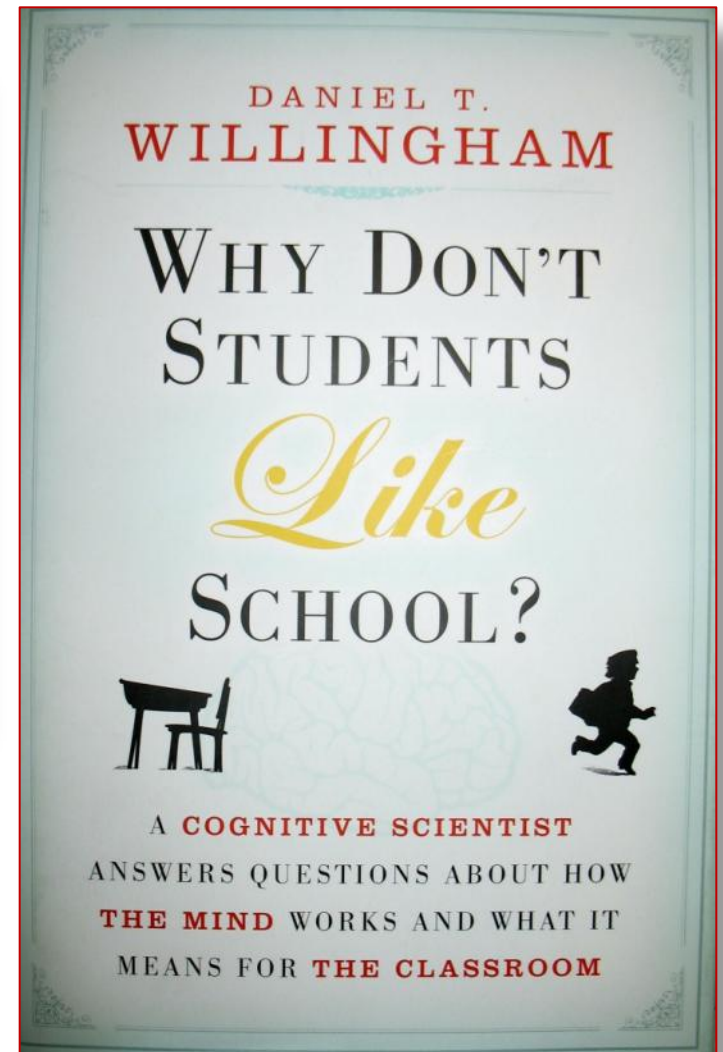
Archives have the power to make us think!



Memory is the residue of thought

“Your memory is not the product of what you want to remember or what you try to remember; it’s the product of what you think about”

Daniel T. Willingham
Why Don't Students Like School
Jossey-Bass 2009



**History is a verb
not a noun!**

Christophina

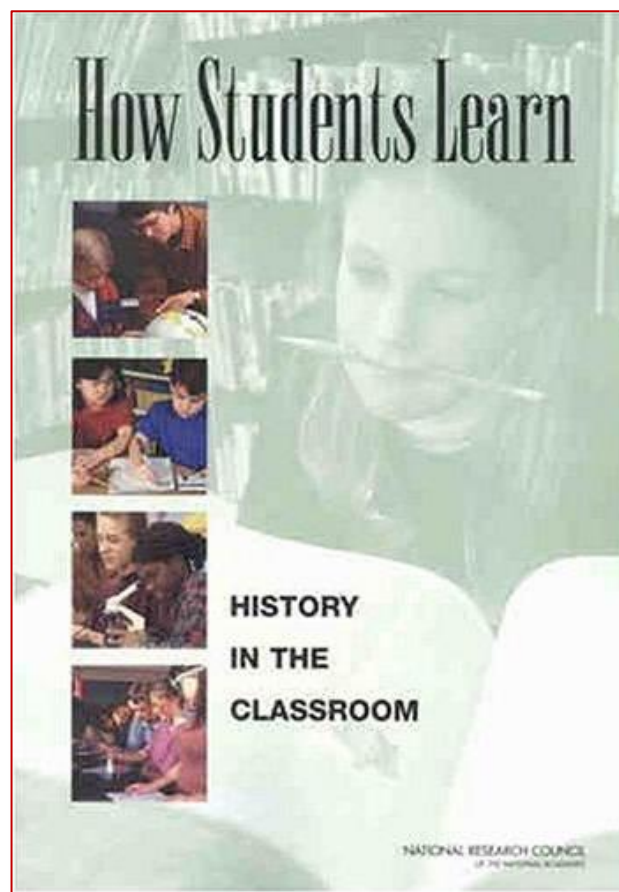
Archives force us to re-think!

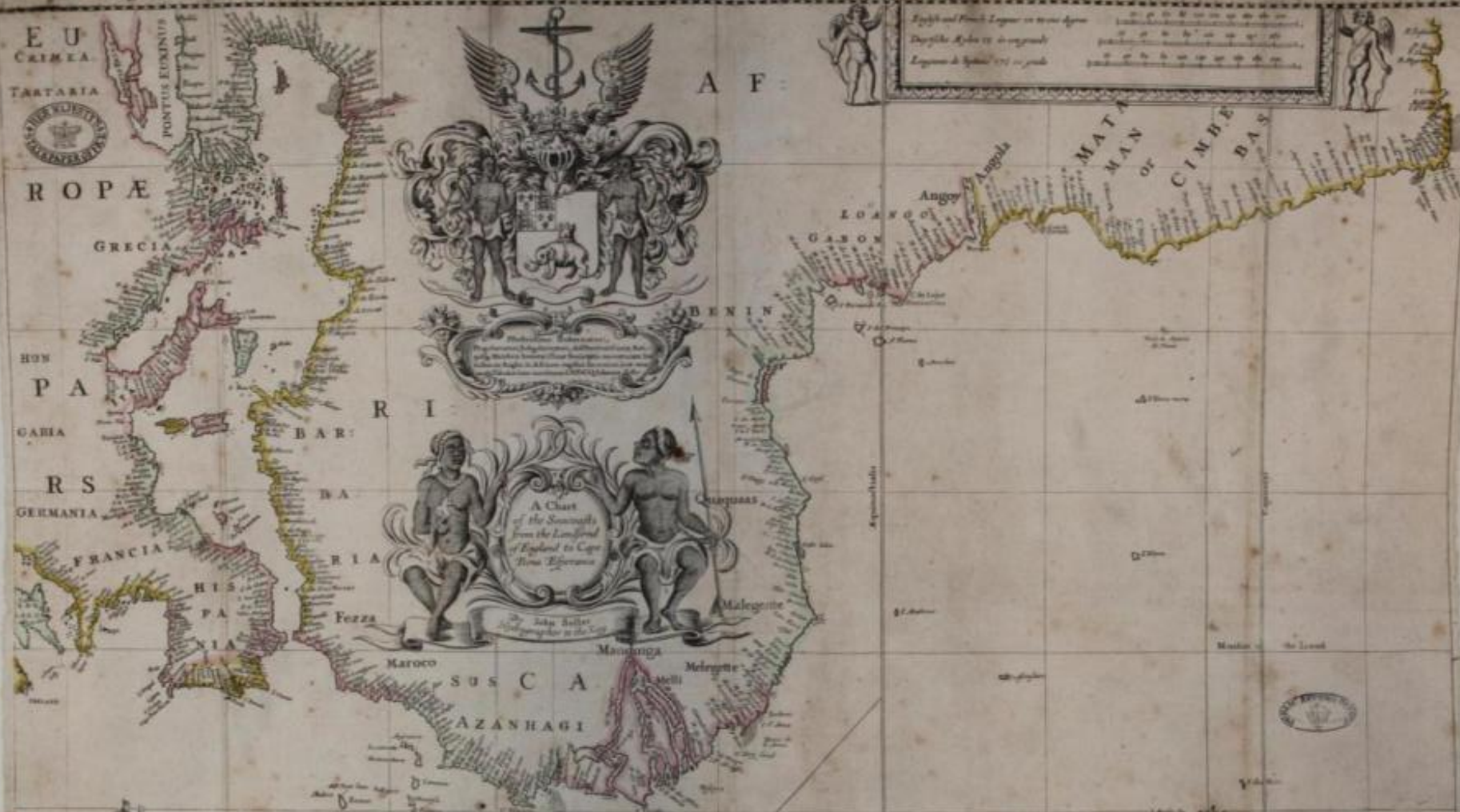


Challenge preconceptions about the past

“Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information...”

Suzanne Donovan & John Bransford
How Students Learn p.1
National Academies Press 2005

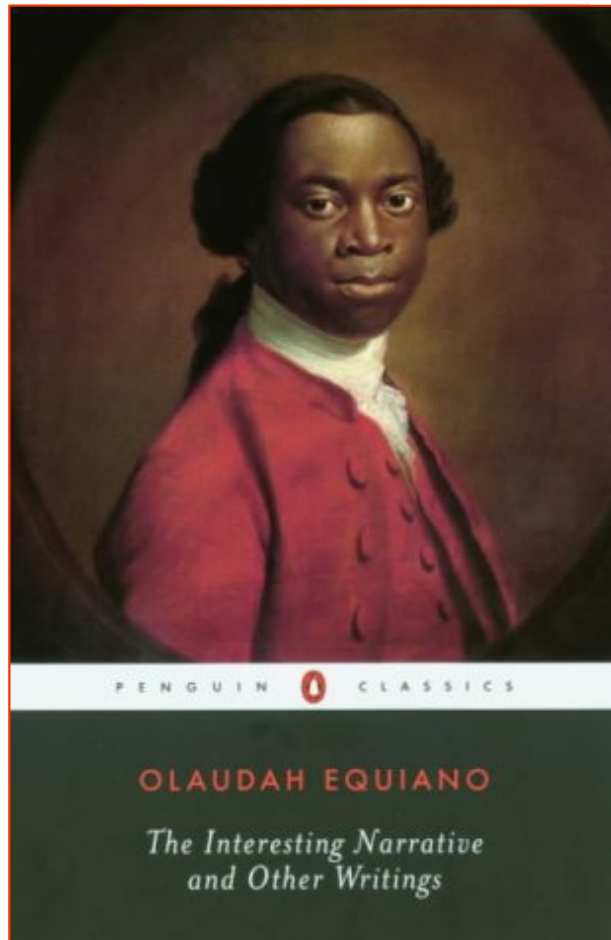




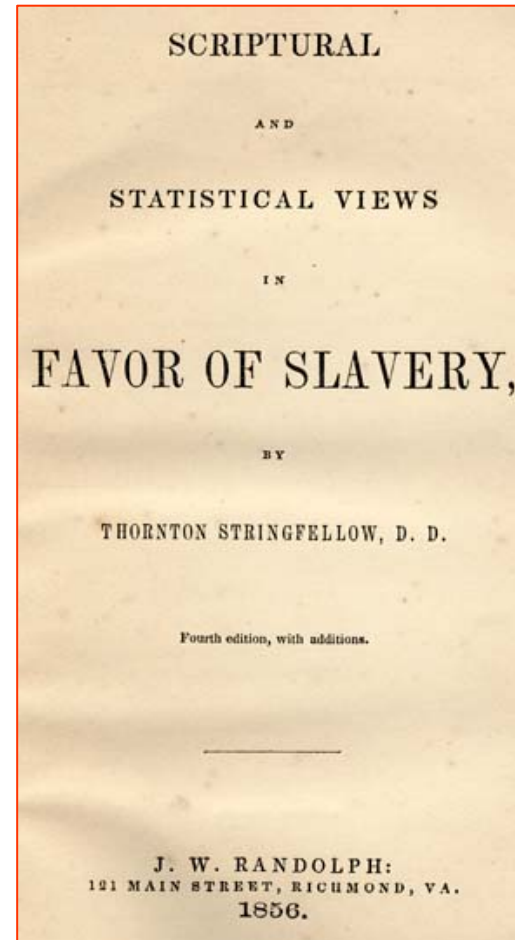
Six Degrees of Separation
Working with primary sources to investigate the Slave Trade

**How do students
think we know about
slavery?**

The Interesting Narrative Olaudah Equiano, 1789



Scriptural and Statistical Views in Favor of Slavery Thornton Stringfellow, 1856



Archives reveal the processes of Slavery and the Slave Trade...

Archival collections reveal the processes of the Slave Trade and Slavery...

ADM = Admiralty = Seaborne process

CUST = Customs = Trading process

CO = Colonial Office = Governing of overseas territory

E = Exchequer = Financial process

FO = Foreign Office = International relations

T = Treasury = Taxation and government finance

MPG = Maps & plans = Geographical process

ZPER = News & publications = Part of everyday life & society

Archival collections reveal the processes of the Slave Trade and Slavery...

ADM = Admiralty = Seaborne process

CUST = Customs = Trading process

CO = Colonial Office = Governing of overseas territory

E = Exchequer = Financial process

FO = Foreign Office = International relations

T = Treasury = Taxation and government finance

MPG = Maps & plans = Geographical process

ZPER = News & publications = Part of everyday life & society

**...but they also reveal
the personal reality
and inhumanity**

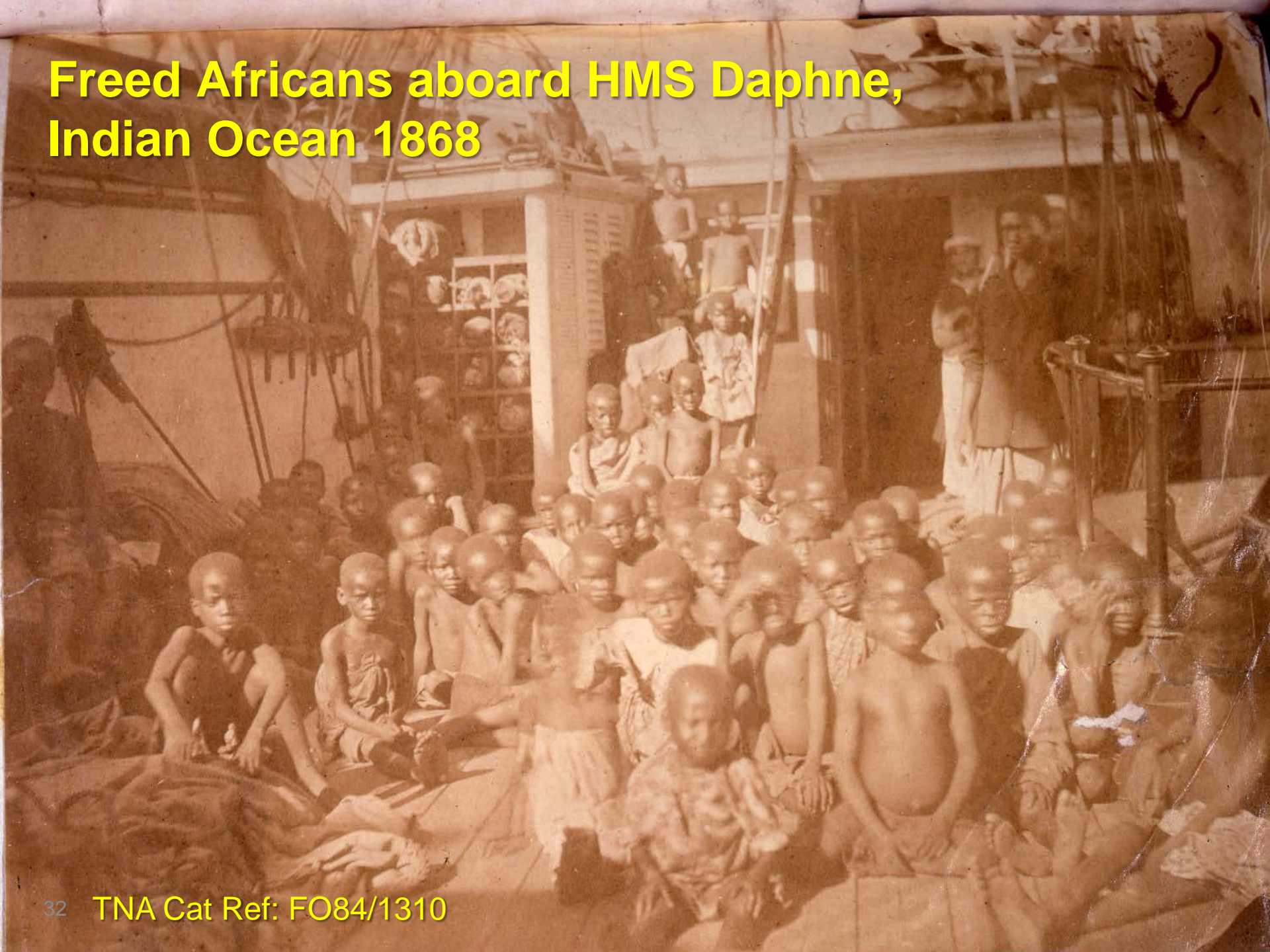
**Freed Africans aboard HMS Daphne,
Indian Ocean 1868**



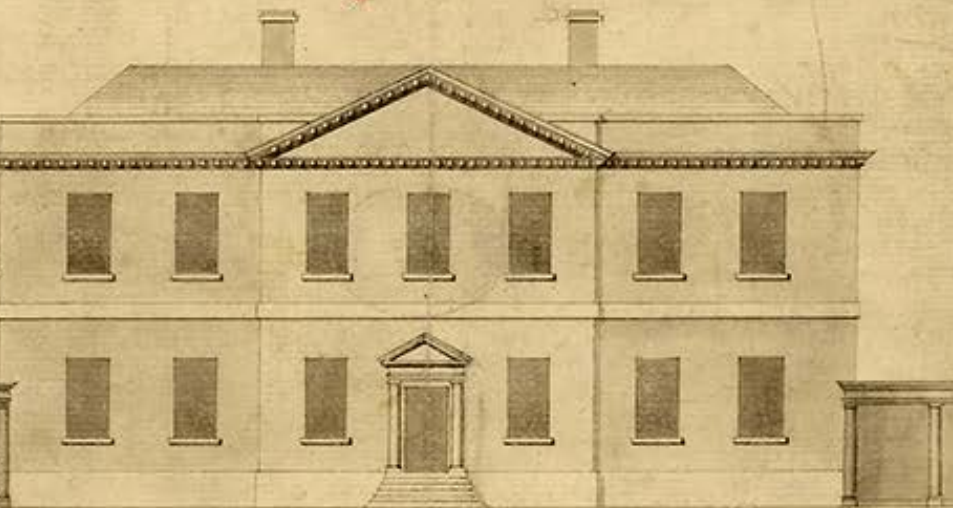
**Freed Africans aboard HMS Daphne,
Indian Ocean 1868**



**Freed Africans aboard HMS Daphne,
Indian Ocean 1868**



*View of the North Front of the Governors House
built at Newbern North Carolina*



The whole width 228 feet



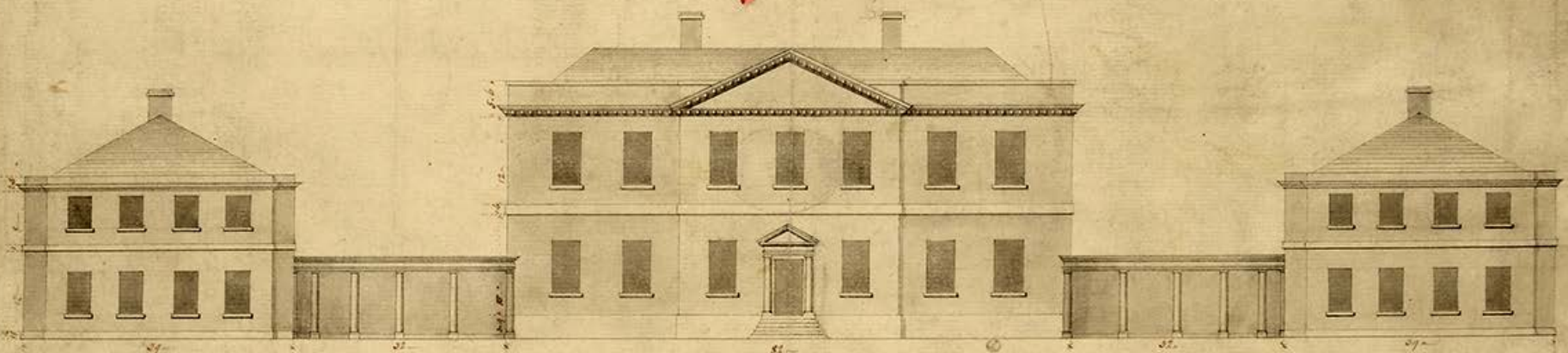
Six Degrees of Separation
Working with primary sources to
investigate the Slave Trade

Fort James, Ghana by Jean Barbot 1688



Tryon Palace, Newbern NC by John Hawks 1767

*Elevation of the North Front of the Governors House
to be built at Newbern, North Carolina 56*



The whole extent 228 feet

*1769 transmitted with
for persons letter of
Feb 23 1769 (7)*

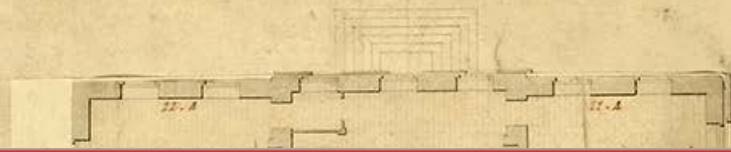
*see Colonial Office Archives
Cat Record Office
CO 5/310 X CO 5/300
KBB - log 2 June 1922
1.2.24.21.22.7.*

*Vol. 13
Newb
1767*

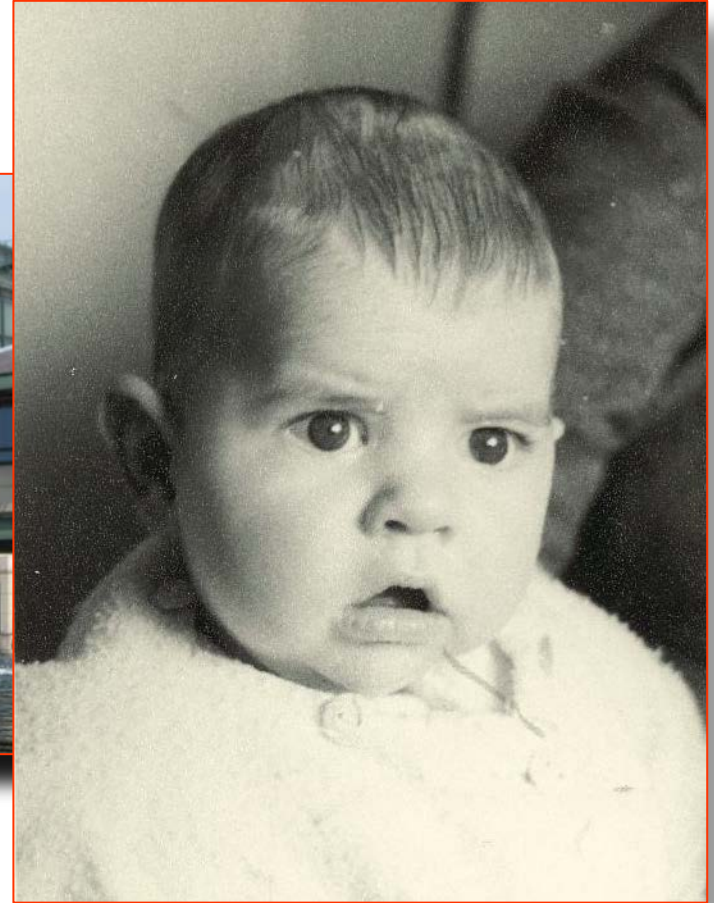
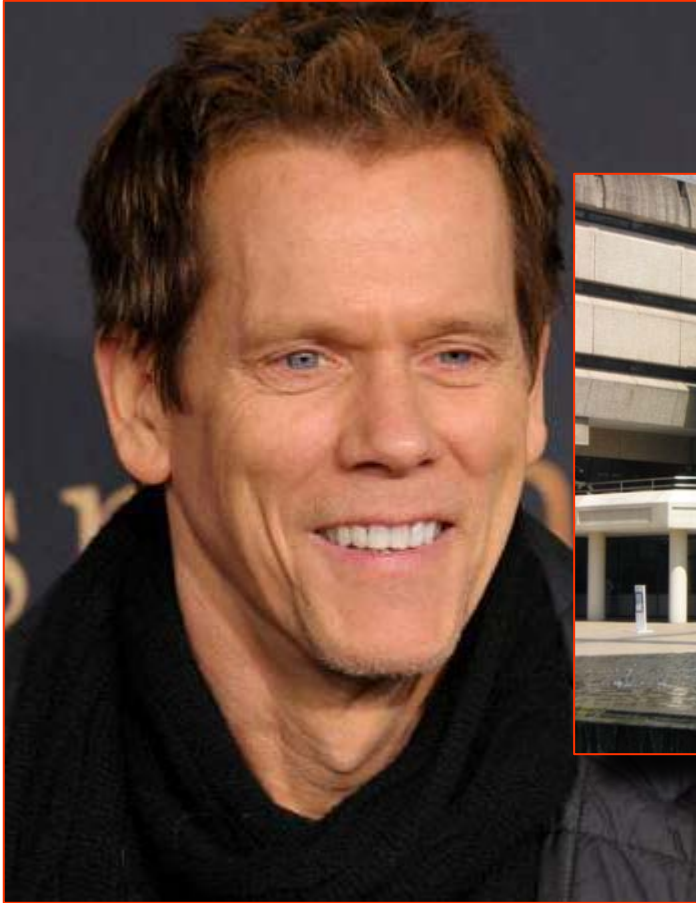


References

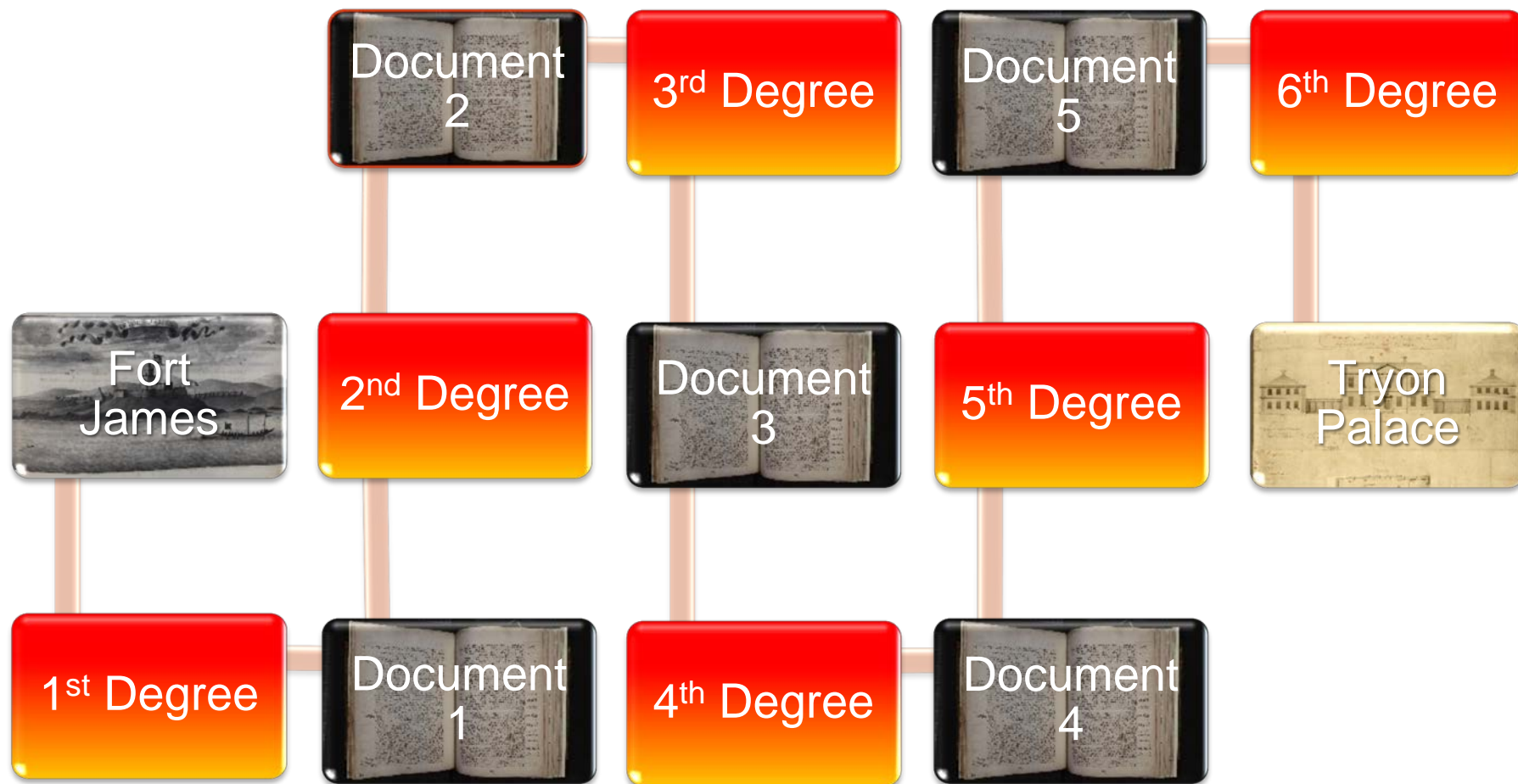
- A Hall
- B Library
- C Council Room
- D Dining Room
- E State



Kevin Bacon – Six Degrees of Separation



The Six Degrees of Separation from Fort James to Tryon Palace



Select Your Documents

THE SHIP JAMES 100

Date	Day	Month	Year	Particulars
1791	6	J	-	Departed this side for Barbados
1791	20	J	-	Departed this side for Barbados
1791	23	J	-	Departed this side for Barbados
1791	24	J	-	Departed this side for Barbados
1791	25	J	-	Departed this side for Barbados
1791	5	J	-	Departed this side for Barbados
1791	13	J	-	Departed this side for Barbados
1791	16	J	-	Departed this side for Barbados
1791	18	J	-	Departed this side for Barbados
1791	30	J	-	Departed this side for Barbados
1791	31	J	-	Departed this side for Barbados
1791	6	J	-	Departed this side for Barbados
1791	14	J	-	Departed this side for Barbados
1791	15	J	-	Departed this side for Barbados
1791	15	J	-	Departed this side for Barbados
1791	11	J	-	Departed this side for Barbados

Account of the Ship James 100
 Departed this side for Barbados
 On the 6th of July 1791
 On the 20th of July 1791
 On the 23rd of July 1791
 On the 24th of July 1791
 On the 25th of July 1791
 On the 5th of July 1791
 On the 13th of July 1791
 On the 16th of July 1791
 On the 18th of July 1791
 On the 30th of July 1791
 On the 31st of July 1791
 On the 6th of July 1791
 On the 14th of July 1791
 On the 15th of July 1791
 On the 15th of July 1791
 On the 11th of July 1791



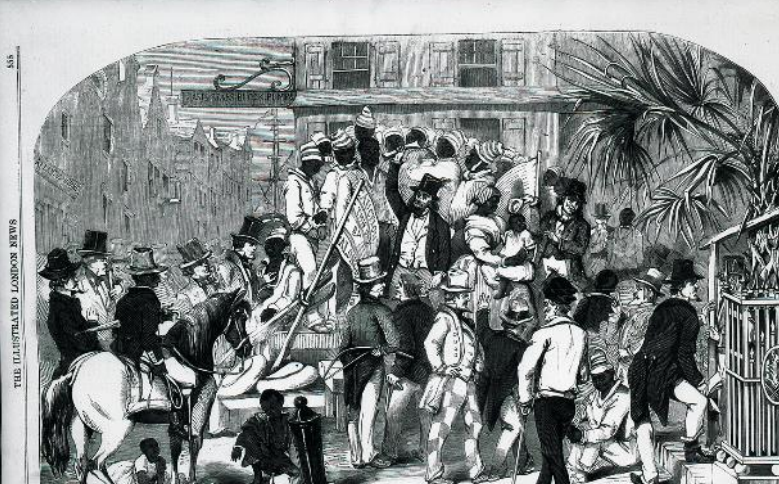
Mr. Miles Barber Duplicate
 Dear Sir
 I beg leave to inform you
 arrived here after a Passage of 32 days, with Six
 its truly painful to add, after a long & extravagant
 great mortality, we have Survived on the whole Six
 We have had & still have a most fatal malign ant
 to contend with, in one part of the passage I had
 it being eradicated, but unfortunately we had
 come almost assured that the Ship by
 much to apprehend from them, as the
 they generally terminated in the Ship
 several days, via or seven Slaves per day,
 Mr. Mordaunt to inform you has seen
 the Slaves is beyond parallel, yet
 have suffered the power of Medicines & good
 the size of the Ship affords for the
 Gates & Ships I wish much to
 less an additional Quantity of Wine &
 believe had we had a small Ship our
 still more considerable, we have of
 with the journey, I have too much reason

Item	Quantity	Value
1000 lbs of Flour	1000	100
500 lbs of Sugar	500	50
200 lbs of Coffee	200	20
100 lbs of Tea	100	10
50 lbs of Rice	50	5
25 lbs of Beans	25	2.5
12 lbs of Peas	12	1.2
6 lbs of Lentils	6	0.6
3 lbs of Oats	3	0.3
1 lb of Apples	1	0.1
1 lb of Oranges	1	0.1
1 lb of Lemons	1	0.1
1 lb of Raisins	1	0.1
1 lb of Currants	1	0.1
1 lb of Dates	1	0.1
1 lb of Figs	1	0.1
1 lb of Grapes	1	0.1
1 lb of Pears	1	0.1
1 lb of Quinces	1	0.1
1 lb of Plums	1	0.1
1 lb of Cherries	1	0.1
1 lb of Apples	1	0.1
1 lb of Oranges	1	0.1
1 lb of Lemons	1	0.1
1 lb of Raisins	1	0.1
1 lb of Currants	1	0.1
1 lb of Dates	1	0.1
1 lb of Figs	1	0.1
1 lb of Grapes	1	0.1
1 lb of Pears	1	0.1
1 lb of Quinces	1	0.1
1 lb of Plums	1	0.1
1 lb of Cherries	1	0.1

author at...
 Senate...
 King of...
 under your...
 All possible...
 with...
 for Negroes...
 It is not...
 so...
 full...
 may...
 necessary...
 We wish...
 shall...
 different...
 date...
 The...
 me



Mr. Lettre 10.
 Le 10 de Mars 1791
 Je vous prie de m'envoyer
 les livres de la Compagnie
 de la Marine de la Rochelle
 que vous avez en votre
 possession, et de m'en
 faire un inventaire
 par écrit, et de m'en
 envoyer un exemplaire
 par la poste, et de
 m'en faire un autre
 par la voie de la mer.



Step 1: Select Your Documents

Working collaboratively...

- Look at the “document catalogue”
- Discuss what each document may contain using the descriptions as a guide
- Choose at least 5 and upto 8 documents to order
- Place your document order by bringing the relevant strip to the ordering desk

Step 2: Study your document

On a Post-It note summarise...

- Who produced it? When? Why? For Whom?
- What does it tell you?

Think about the following...

- Where might it fit in the degrees of separation narrative?
- What other documents would you need for the narrative?

Step 3: Find a friend...

Share your expertise...

- Ask them about their document
- Tell them about your document

Discuss the following...

- Do the documents relate directly or indirectly?
- Where might they fit in the degrees of separation narrative?
- What other documents would you need for the narrative?

Step 4: Find some more friends...

Share your expertise...

- Ask them about their documents
- Tell them about your documents

Discuss the following...

- How could the documents best fit together in the degrees of separation narrative?
- How might the narrative change as you change the order of the documents?

Step 5: Six Degrees of Separation Narrative

Working collaboratively...

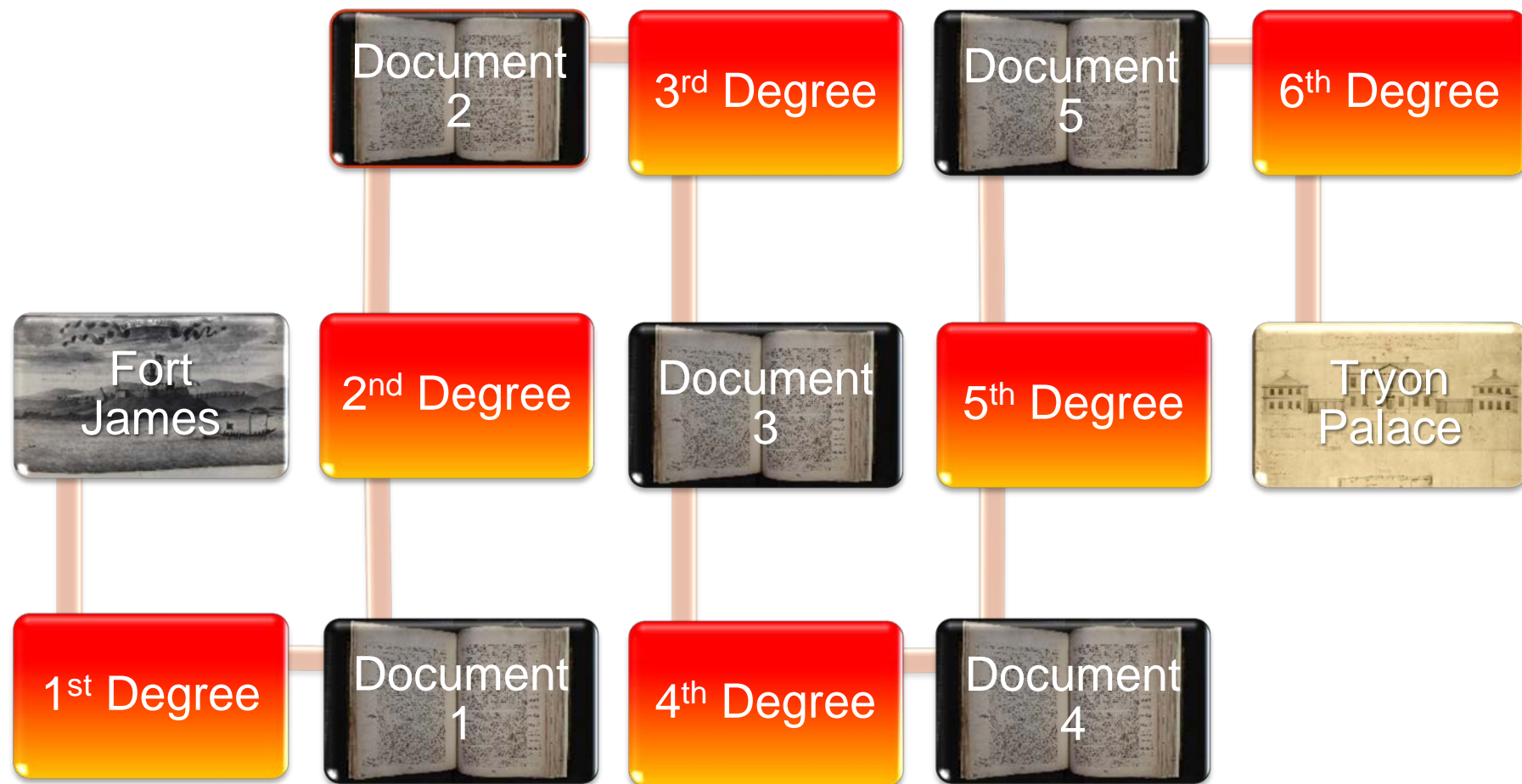
- Select your final 5 documents and lay them out in an agreed order
- Discuss how best to explain each degree of separation which links a document to the next one
- Write a short paragraph to explain each degrees of separation on a Post-It note and use it to link the documents together
- Review you six degrees of separation and consider how you could improve it
- “Publish” you historical narrative

Step 6: Appraise each group's narrative

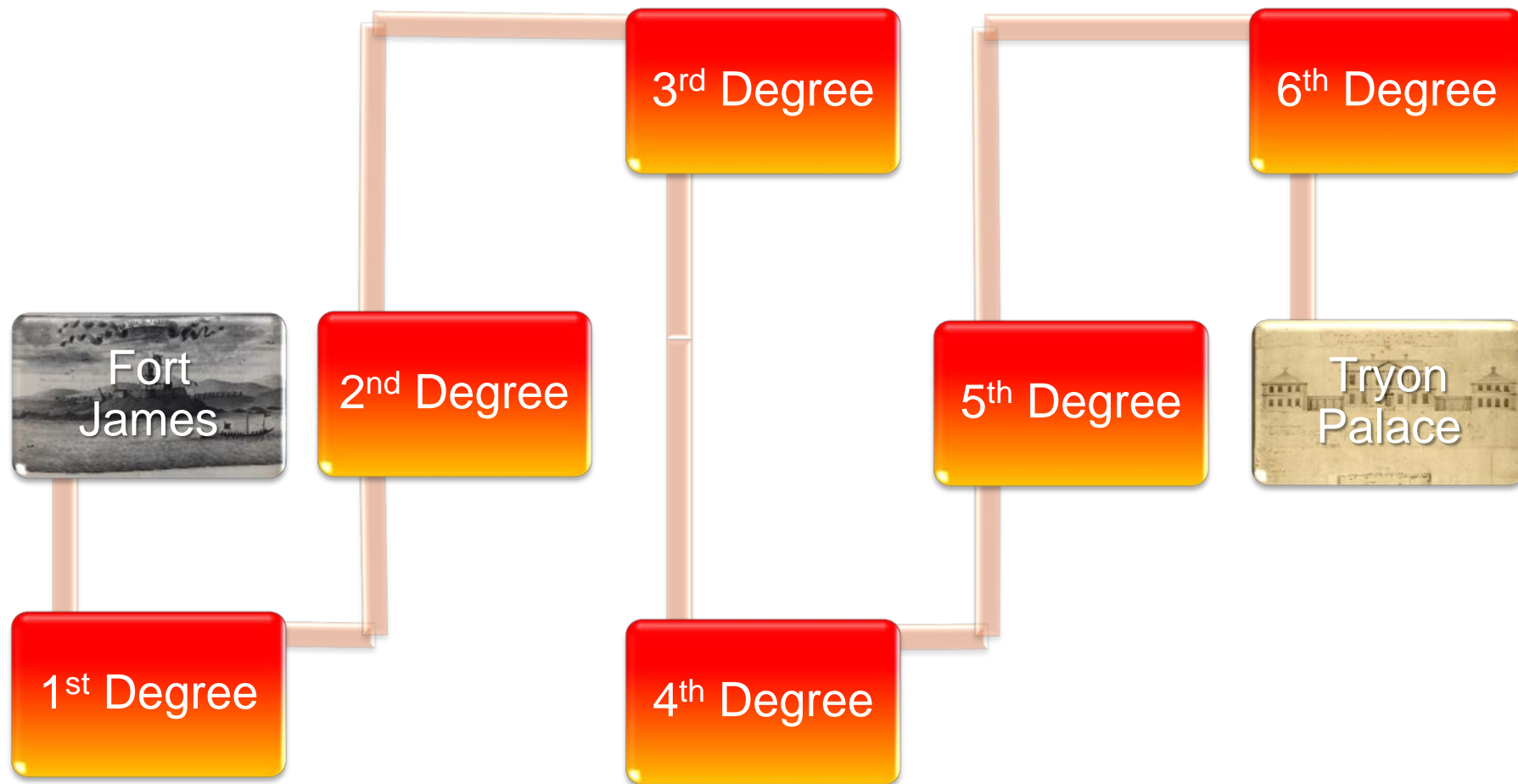
Compare

- How is their narrative similar or different to yours?
- Have they used similar or different documents?
- How are the degrees of separation similar or different?
- Do you find their narrative convincing?
- Explain why or why not?

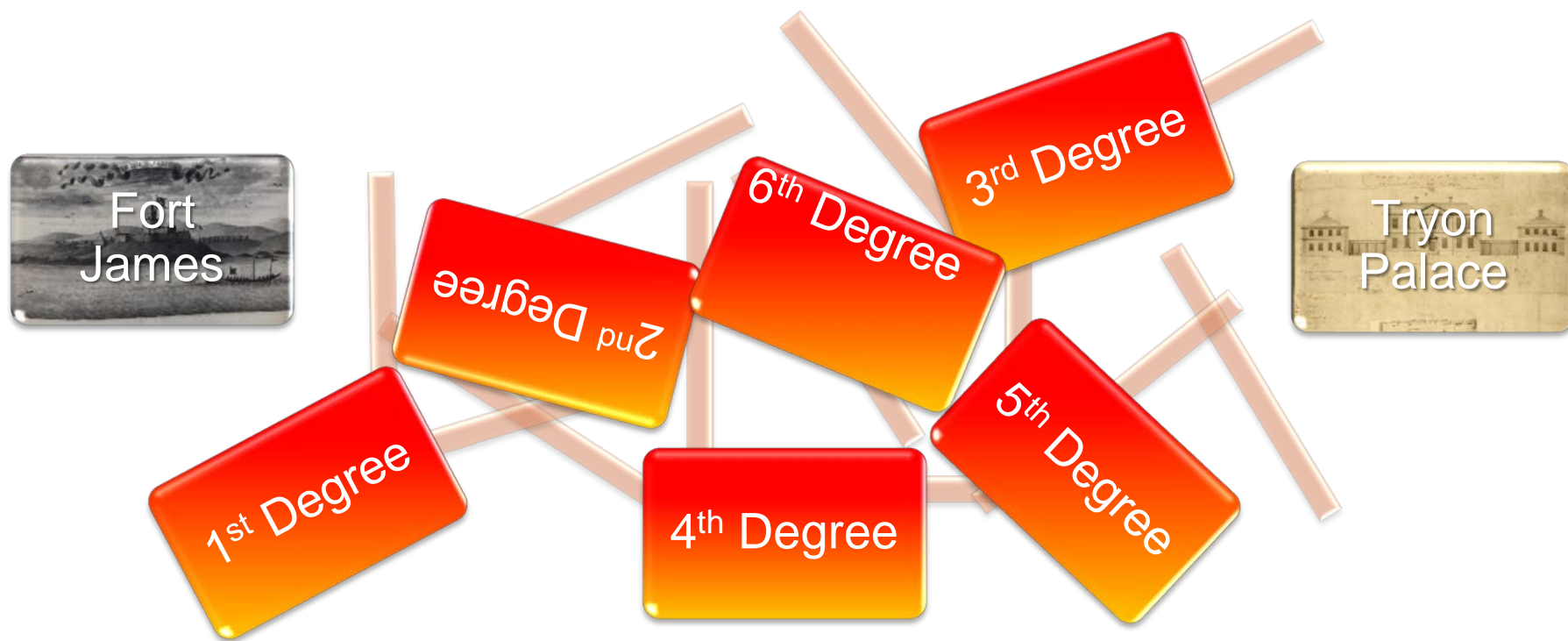
Sources are the foundation of historical narrative...



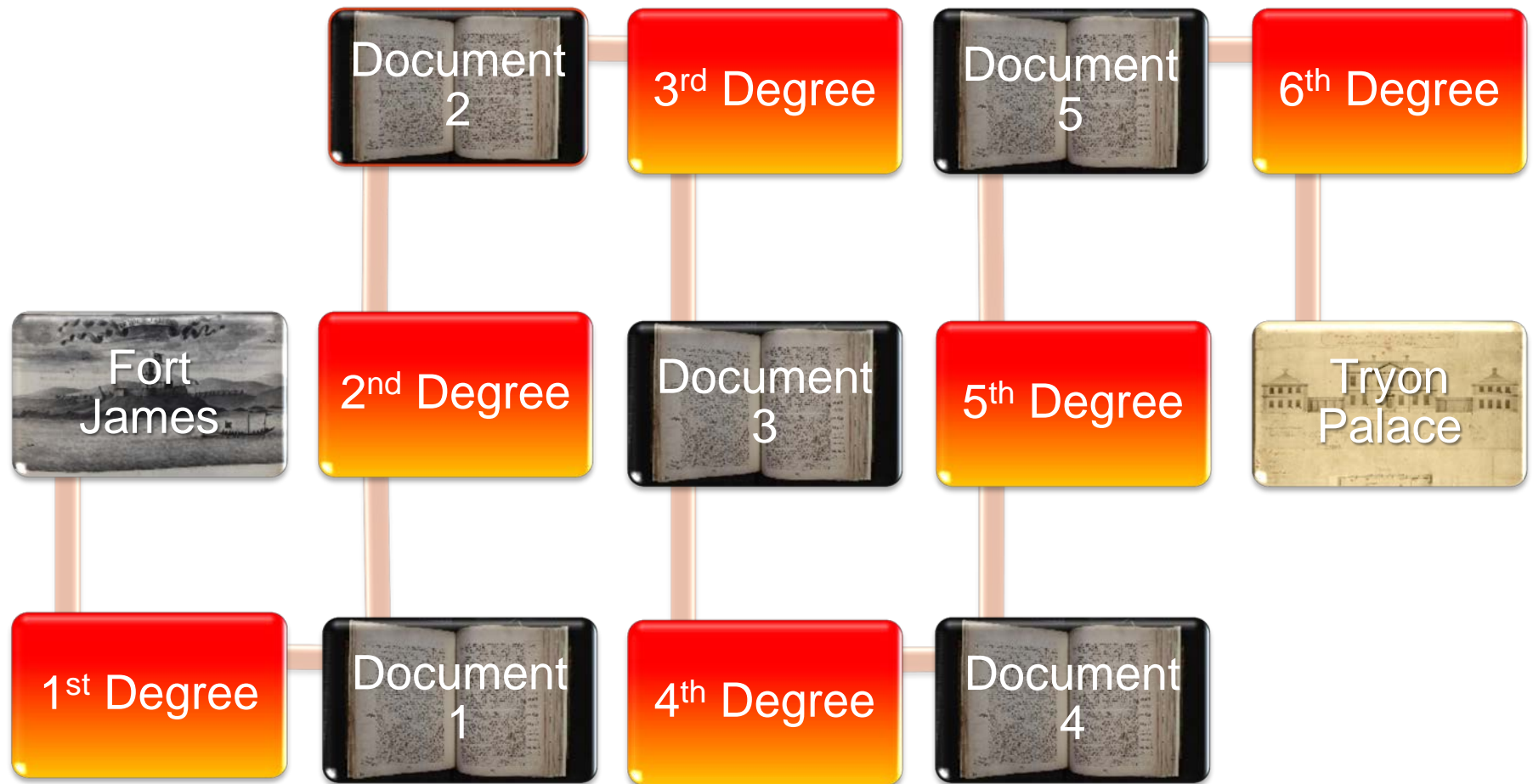
...if you take the sources away...



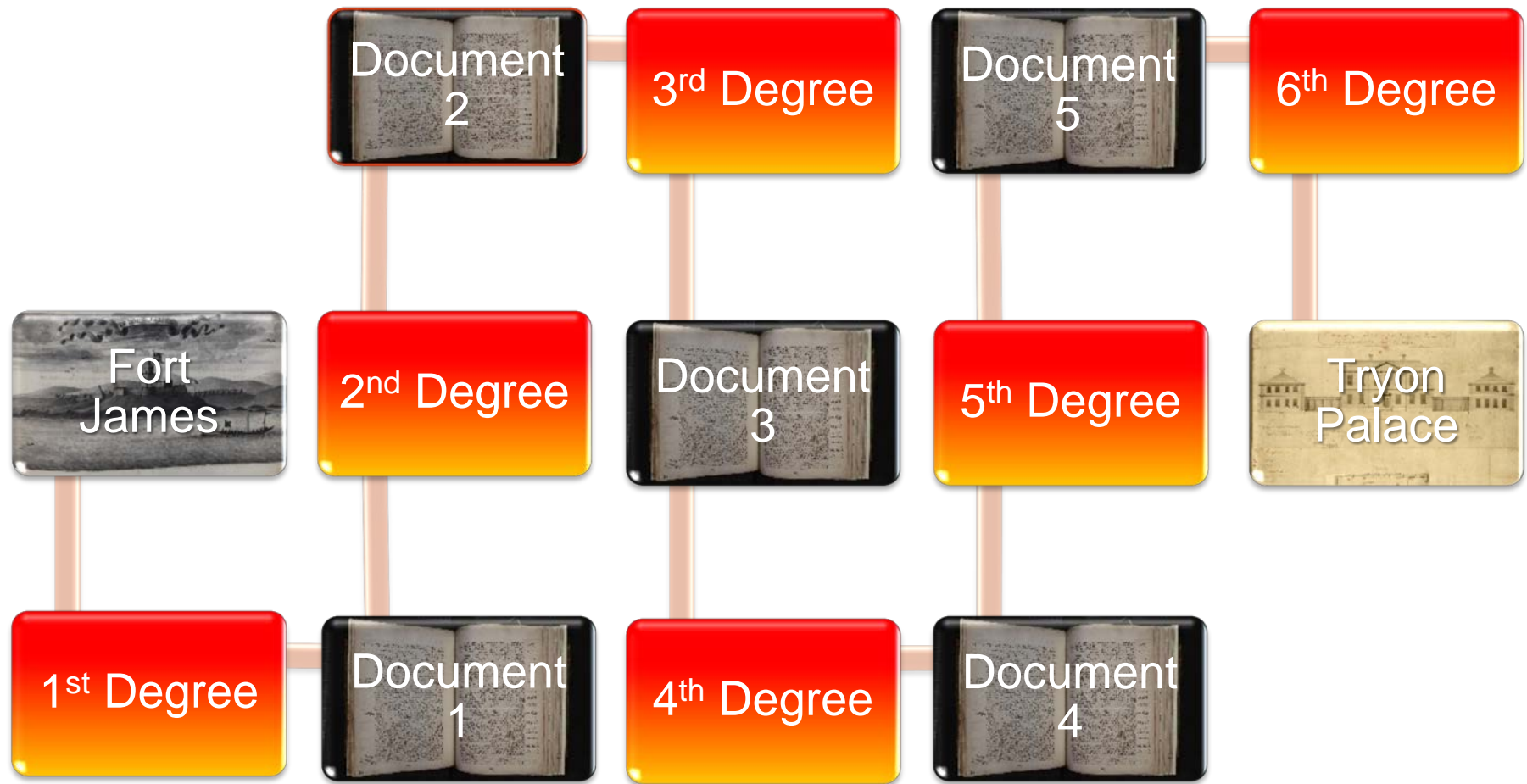
...the narrative collapses!



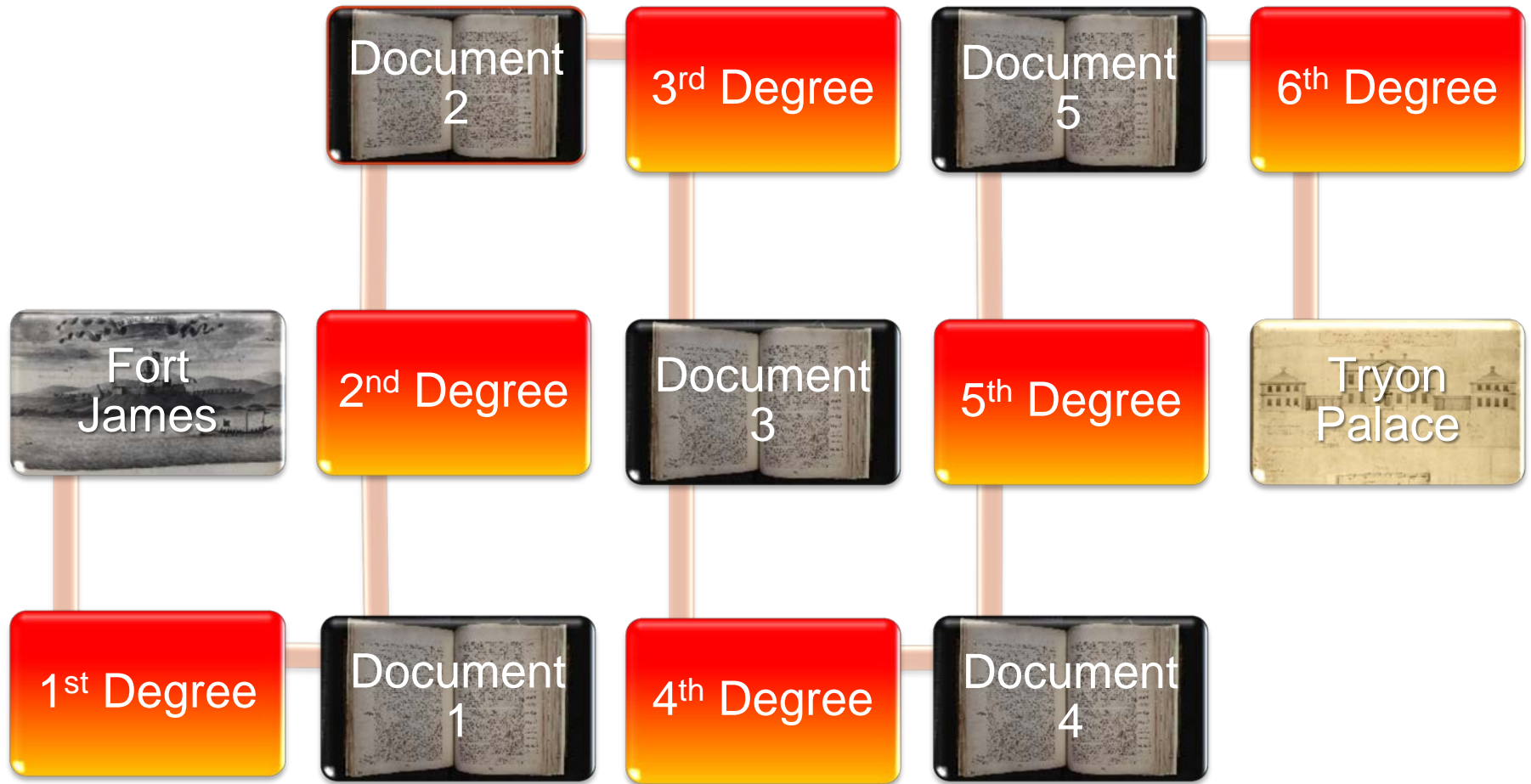
Writing the Historical Narrative from Fort James to Tryon Palace



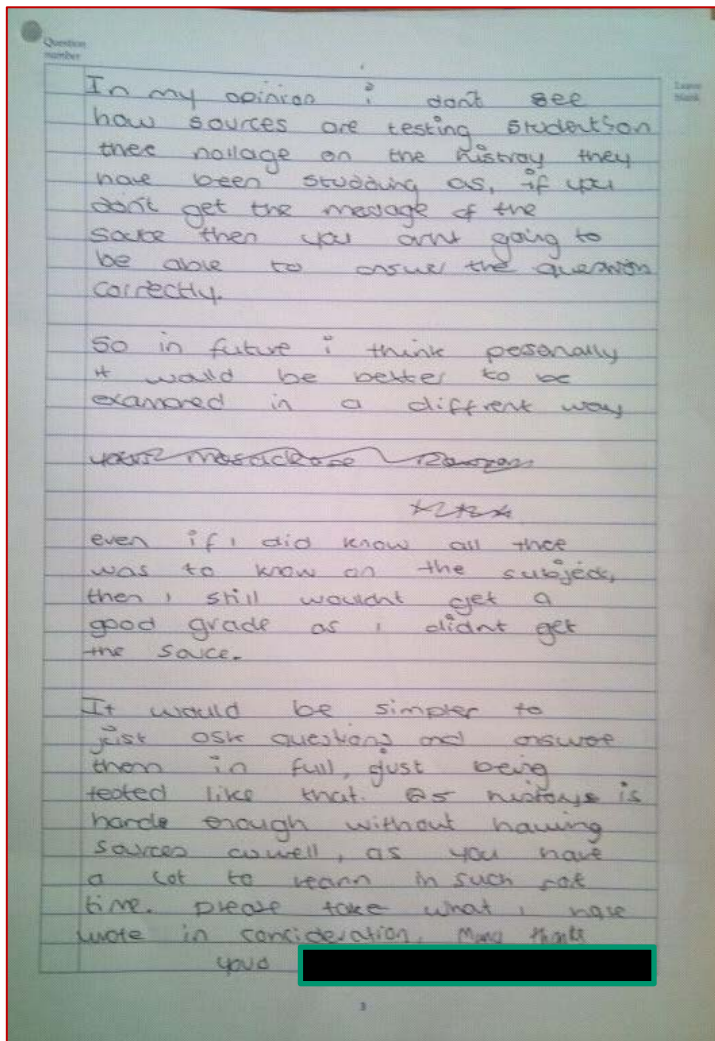
Evaluating the Historical Evidence from Fort James to Tryon Palace



Creating an Interpretation from Fort James to Tryon Palace



The problem with 'sources'...



... history is hard enough without having sources as well...

The legacy of not working with archives...

Postgraduate archival skills training

The ability to use archives and original documents is a key aspect of academic research across a number of disciplines, but can seem like a daunting and time-consuming task.

We have developed a programme of postgraduate archival skills training (PAST) to help you get started in the archives and gain the skills and knowledge needed to take your research further.

All sessions are delivered by our records specialists on site in Kew and are based on working with original documents from our collections.

[Email us](#) for more information.



Introduction to archival research days >

How to get started in the archives, find original documents for your research, and make the most of your time on site. Aimed at third year undergraduate and postgraduate students.

Skills and methodology workshops >

The essential skills needed to use the archives and records in their field. Aimed at taught postgraduate and PhD students, although other researchers are welcome to attend.

Presentation & Resources...

<http://bit.ly/2gptnvy>

Find out more...

www.nationalarchives.gov.uk/education

Contact...

education@nationalarchives.gov.uk

@The_History_Man

@UKNatArchives

@UKNatArcEdu

 The National Archives