

Lesson sequence

Overall enquiry question	<h3 style="margin: 0;">3 Doors into 33,000 Voyages</h3> <p style="margin: 0;">Can you negotiate 33, 000 sources to prove your theory? Enabling pupils to test hypotheses using the Slavevoyages Database</p>	
Learning objectives	<p style="margin: 0;">To deepen existing knowledge of the Triangular Trade To generate hypotheses from historical sources To test these hypotheses against a statistical database</p>	
Year group	KS5(England)	
Lessons	3+ Hours	
Resources	File name	Description of resource
	The Map and the Database Microsoft Power Point	Lesson material for use as a stand-alone lesson <i>or</i> the first lesson in a unit of work in which pupils go on to access the <i>slavevoyages</i> database. Includes teacher notes and tips for using the resource
	Using the <i>Slavevoyages</i> Database Microsoft Word	Worksheet to accompany an internet based lesson, exploring the <i>slavevoyages</i> database Includes pupil notes for using the database
	Presentation Template Microsoft Power Point	Pupil presentation tool to accompany an internet based lesson, exploring the <i>slavevoyages</i> database
Author	Katie Hunter	

Lesson one

Lesson enquiry question	<u>What does this map tell us about Britain's role in the Slave Trade?</u>
Learning objectives	To ascertain facts and inferences from, and question the value of, a National Archive primary document.
Resources	The Map and the Database ppt Multiple print-outs of the map source (Optional)

Time	Activity	Resources	Differentiation	Technology
5 min	Visuals of the Triangle Trade/African Trade for re-cap/discussion purposes	PowerPoint 'The Map & the Database' Slides 1&6		Whiteboard project
5 min	Prompt class Discussion: <i>What is odd about this map?</i>	PowerPoint 'The Map & the Database' Slides 8	Print-out of Map with 'Fill-in the blanks' writing spaces	
10 min	Give each group a print out of the map source to analyse <i>Question: What does this source tell us about Britain's role in the Slave Trade</i>	Map Source Print-outs PowerPoint 'The Map & the Database' Slides 10	True/False decisions PowerPoint 'The Map & the Database' Slide 11	
10 min	~Share findings/Mark~ <i>Question: What does this source suggest to us about the Slave Trade</i>	PowerPoint 'The Map & the Database' Slides 12&13		
10 min	Answer the question individually <i>'Is this document useful to a historian trying to find out about the Trans-Atlantic Slave Trade?'</i>	PowerPoint 'The Map & the Database' Slides 14&15	Scaffolded Questions PowerPoint 'The Map & the Database' Slide 15	
5 min	~Share findings/Mark~ End of stand-alone lesson	Use a Mark scheme for the 'How useful' type of question that fits into your KS5 syllabus		
10 min +	Introduction to the idea of the <i>slavevoyages</i> database and how they will, next lesson, verify the source using the database.	PowerPoint 'The Map & the Database' Slides 16-24		

Lesson two

Lesson enquiry question	<u>Does the database back up the hypotheses we made from the inferences we drew from the map?</u>
Learning objectives	To generate hypotheses from historical sources To test these hypotheses against a statistical database To present findings that compare and contrast the information contained in primary documents and the database.
Resources	Using the <i>Slavevoyages Database Worksheet/Instruction Sheet</i> Presentation Template ppt Internet access, Presentation tools (e.g. Microsoft Office's PowerPoint)

Time	Activity	Resources	Differentiation	Technol
5 min	<p style="text-align: center;">Re-cap</p> <p style="text-align: center;">Use the inferences drawn from the map in Lesson 1 to create hypotheses.</p> <p style="text-align: center;"><i>E.g The map tells us that the British owned most of the factories on the West Coast CHANGES TO Did the British own most of the factories on the West Coast?</i></p>	PowerPoint 'The Map & the Database' Slides 16-24	Pupils may follow the step by step instructions to check the example hypotheses In order to familiarise themselves with the database before moving on to individualised enquiries	
25 min	Individuals, pairs or groups follow instructions to interrogate the database, create graph and answer the worksheet questions	Database Instruction Guide "Using the <i>Slavevoyages Database</i> "	Accompanying task sheet/instruction sheet	Compu Suite
	Distribute other sources relating to the slave trade such as the Barbadian letter document/British Port Statistics to follow a new line of enquiry – all groups should check their line of enquiry with the teacher before proceeding	K Hunter – I have sourced and pupil tested 2 further sources to extend the unit of work if required. See The Letter and the Statistics PREVIEW ppt		
25 min	Pupils copy and paste the results of their own enquiries into presentations and annotate	PowerPoint 'Presentation Template'	PowerPoint 'Presentation Template' Teachers could add guide headings to annotation boxes	Compu Suite
	Extension Task: Pupils can develop their own hypotheses and follow their own lines of enquiry in the same vein			

Lesson three

Lesson enquiry question	<u>What can the database tell us about the logistics of the Slave Trade?</u>
Learning objectives	To present a PowerPoint that compares and contrasts the primary document and the database information.
Resources	White Board access, Presentation tools (e.g. Microsoft Office's PowerPoint), primary source document print-outs

Time	Activity	Differentiation	Technology	Resources
45 min	Pupils deliver presentation		Whiteboard and projector	Pupils' presentation PPTs
45 min	Pupils in audience take notes Option - take notes in a triangle format that reflects the Triangular Trade			
10 min	Discussion – value of primary sources, value of database Reflection – Pupils reflect on range of skills developed over the unit			PowerPoint 'The Map & the Database' Slides 23&24