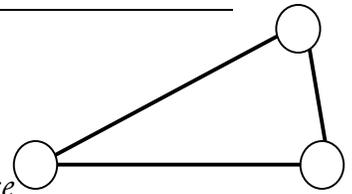


## 3 Doors into 33,000 Voyages

Can you negotiate 33,000 sources to prove your theory?

*Enabling pupils to test hypotheses using the Slavevoyages Database*



### Rationale

The purpose of this resource is to put the wealth of information contained in the *Slavevoyages* Database at the pupils' fingertips.

The tasks are staged with the aim that pupils will swiftly approach the database with interest; with targeted aims and with a degree of historical professionalism.

### Objectives

The objectives of the tasks are to:

- Deepen existing knowledge of the Triangular Trade
- Generate hypotheses from historical sources
- Test these hypotheses against a statistical database

Pupils will develop a sophisticated range of historical, statistical and ICT competencies.

### Historical Content

It would not be advisable for pupils to approach these tasks without a grounding in a basic knowledge and understanding of the 'Triangular Trade'.

Pupils should be familiar with the geography and economic relationships between Britain, Africa and the Americas in the trans-Atlantic trade.

This historical content is well represented in textbooks and other teaching resources. The resource therefore provides an extension task that furthers pupil understanding of how historians go about their work as well as adding depth to their understanding of the logistics of the trans-Atlantic trade.

## The Tools

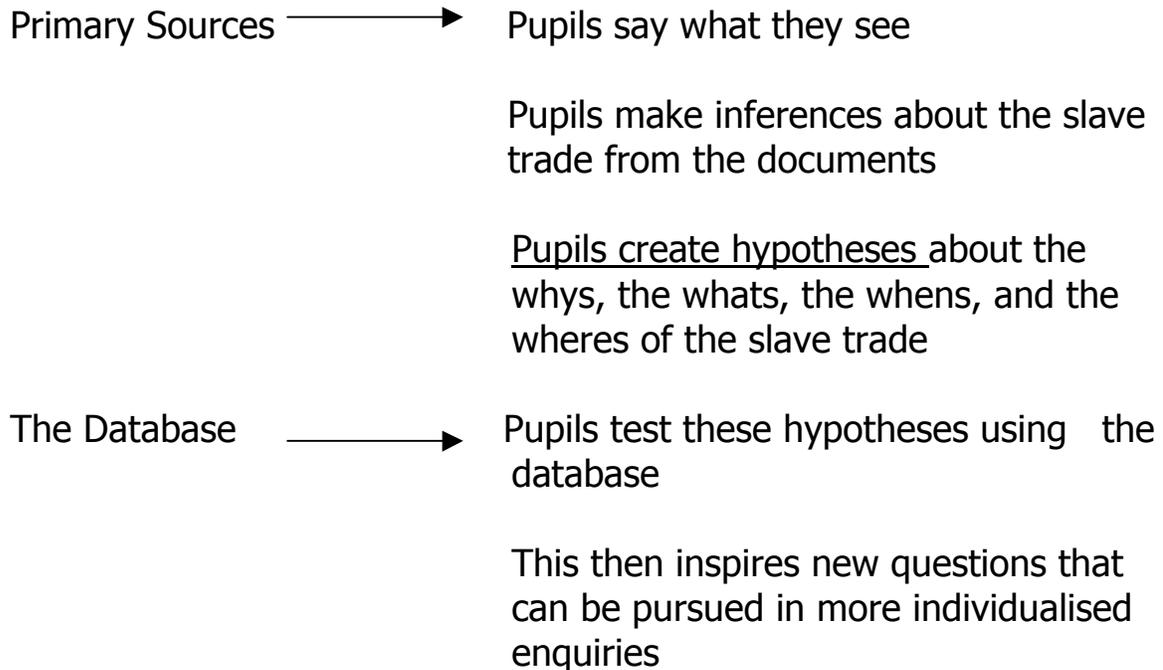
The resource encourages use of both original document sources, held by the National Archives and University of Virginia, and an exploration of a highly commended large-scale database which historians are using to drive contemporary research into the slave trade.

The Primary sources have been selected to stimulate pupil interest in developing independent lines of enquiry. They were also chosen to promote a variety of inroads to the logistics of supply and demand in the 3 geographical sides of the 'Triangular Trade'.

The Slavevoyages Database is the significant technical feature of the resource. Pupils will use the database to test the hypotheses suggested by the primary sources. They will test the accuracy, strengths and limitations of the sources by interrogating the database.

In using the database pupils will be engaging with the most up to date and powerful resource in current scholarship. It will allow pupils to get instant answers to a wide range of quantitative and geographical questions. The primary sources will provide a starting point encourage them to frame their own enquiries and make adjustments to those enquiries as they progress.

## An outline of the enquiry process



## Future Work

The intended result of combining original documents with the database is to give pupils a feeling of ownership over their investigation. It provides the starting point for a wide-range of individualised enquiry lines. It also enables them to produce conclusions of high quality. The options for then presenting these conclusions are also very flexible. One suggestion is incorporated in Lesson 3 of the resource. Teachers may wish pupils to present their conclusions in essay form. The resource certainly has the potential to initiate investigation work that runs much further than the suggested 3+ hours.

